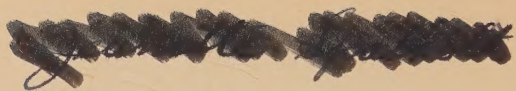


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**THE CENTURY HANDBOOK
OF WRITING**

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THE CENTURY HANDBOOK OF WRITING, *Third Edition*

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BY
GARLAND GREEVER
AND
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Third Edition



D. APPLETON-CENTURY COMPANY
INCORPORATED

NEW YORK

LONDON

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PREFACE

This handbook treats essential matters of grammar, diction, spelling, mechanics; and develops with thoroughness the principles of sentence structure. Larger units of composition it leaves to the texts in formal rhetoric.

The book is built on a decimal plan, the material being simplified and reduced to one hundred articles. Headings of these articles are summarized by a chart inside the front cover. Here the student can see at a glance the resources of the volume, and the instructor can find immediately the number he wishes to write in the margin of a theme. The chart and the decimal scheme together make the rules accessible for instant reference.

By another device the book throws upon the student the responsibility of teaching himself. Each article begins with a concise rule, which is illustrated by examples; then follows a short "parallel exercise" which the instructor may assign by adding an x to the number he writes in the margin of a theme. While correcting this exercise the student will give attention to the rule and will acquire theory and practice at the same time. Moreover, every group of ten articles is followed by mixed exercises; these may be used for review, or imposed in the margin of a theme as a penalty for flagrant or repeated error. Thus friendly counsel is backed by discipline, and the instructor has the means of compelling the student to make rapid progress toward good English.

Although a handbook of this nature is in some ways arbitrary, the arbitrariness is always in the interest of simplicity. The book does have simplicity, permits instant reference, and provides an adequate drill which may be assigned at the stroke of a pen.



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PREFACE TO THE THIRD EDITION

The present edition, besides improving various scattered details, makes a number of large changes. It simplifies and rearranges the treatment of grammar. It expands the treatment of punctuation, particularly in the article on the comma. It supplies new exercises throughout. In accordance with recent tendencies in the teaching of composition, it increases the number of the exercises, especially in the sections on grammar and punctuation.

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TO THE STUDENT

When a number is written in the margin of your theme, you are to turn to the article which corresponds to the number. Read the rule (printed in bold-face type), and study the examples. When an *r* follows the number on your theme, you are, in addition, to copy the rule. When an *x* follows the number, you are, besides acquainting yourself with the rule, to write the exercise of five or more sentences, correct your own faulty sentence, and hand in all on theme paper. If the number ends in 9 (9, 19, 29, etc.), you will find, not a rule, but a long exercise which you are to write and hand in on theme paper. In the absence of special instructions from your teacher you are invariably to proceed as this paragraph requires.

Try to grasp the principle which underlies the rule. In many places in this book the reason for the existence of the rule is clearly stated. Thus under 30 the reason for the rule on parallel structure is explained in a prologue. In other instances, as in the rule on divided reference (20), the reason becomes clear the moment you read the examples. In certain other instances the rule may appear arbitrary and without a basis in reason. But there is a basis in reason, as you will observe in the following illustration.

Suppose you write, "He is twenty one years old." The instructor asks you to put a hyphen in *twenty-one*, and refers you to 78. You cannot see why a hyphen is necessary, since the meaning is clear without it. But tomorrow you may write, "I will send you twenty five dollar bills." The reader cannot tell whether you mean twenty five-dollar bills or twenty-five dollar bills. In the first sentence the use of the hyphen in *twenty-one* did not make much difference. In

the second sentence the hyphen makes seventy-five dollars' worth of difference. Thus the instructor in asking you to write "He is twenty-one years old" is helping you to form a habit that will save you from serious error in other sentences. Whenever you cannot understand the reason for a rule ask yourself whether the usage of many clear-thinking men for long years past may not be protecting you from difficulties which you do not foresee. Instructors and writers of text books (impressive as is the evidence to the contrary) are human and do not invent rules to puzzle you. They do not, in fact, invent rules at all, but only make convenient applications of principles which generations of writers have found to be wisest and best.

THE CENTURY HANDBOOK
OF WRITING

SENTENCE STRUCTURE

COMPLETENESS OF THOUGHT

The first thing to make certain is that the thought of a sentence is complete. A fragment which has no meaning when read alone, or a sentence from which is omitted a necessary word, phrase, or idea, violates an elementary principle of writing.

Fragments Wrongly Used as Sentences

Do not write part of a sentence as if it were a complete sentence. A sentence (a) should contain a subject and a verb and (b) should make sense when it stands alone. A phrase is not a sentence because it lacks a subject and a verb. A subordinate clause is not a sentence because it carries only an incomplete meaning. Phrases and clauses must therefore be attached to a sentence or else be so restated as to make a complete sentence.

Detached verbal phrase: I entered the academy early in October.
Intending to specialize in agriculture.

Right: I entered the academy early in October, intending to specialize in agriculture. [Or] I entered the academy in October. I intended to specialize in agriculture.

Detached adverb clause: The winters are cold. Although the summers are pleasant.

Right: The winters are cold, although the summers are pleasant.

COMPLETENESS OF THOUGHT

Detached adjective clause: The hunter tried to move the stone. Which he found very heavy.

Right: The hunter tried to move the stone, which he found very heavy.
[Or] The hunter tried to move the stone. He found it very heavy.

Detached appositive: Not far from the Tournay home was the great highway. A white ribbon making loops over the undulating hills.
[Use a comma, not a period.]

Detached items of a series (especially noun clauses or infinitives): The bill provided that a fisheries department be established. That laboratories be built. And that pamphlets be published to aid the fishing industry. [Use commas, not periods, to separate the items.]

Note.—Certain types of incomplete sentence are permissible: What next? (question)—Never! (exclamation)—Hurry! (request or command)—Would that I were there! (wish)—The twelfth? Yes. The eleventh if you prefer. (conversation)—A pound of sugar and a quarter's worth of lard. (thinking aloud)—Now for the last point. (transition)—Not a living thing in sight (emphasis). A sentence of this type may be used at any time if it is not out of tone with the context and if the missing elements can instantly be supplied by the reader.

Another type of incomplete sentence is employed sparingly for emphasis or other special effects: "He could not boast of his victory. Because he had not won it." "The little boy, from the top of his ladder, looked down at Renfrew. And stuck out his tongue. And winked. And gloated." A sentence of this type is now and then effective, but its use should be left to skilled, mature writers. The beginner, whose mastery of the sentence has yet to be proved, should not abandon grammar for uncertain ventures in style.

Exercise

1. Emmaline opened her umbrella. Which frightened the colt.
2. The gate will swing wide. If the latch is not fastened.
3. It was the Union Pacific. The first railroad to span the continent.
4. Bruce could not fire the gun. Having no shells.
5. Every low roof had a yellowish patch. Where sliced apples dried in the sun.

COMPLETENESS OF THOUGHT

Incomplete Constructions

Do not leave uncompleted a construction which you have begun.

Wrong: You remember that in his speech in which he said he would oppose the bill.

Right: You remember that in his speech he said he would oppose the bill. [Or] You remember the speech in which he said he would oppose the bill.

Wrong: He was a young man who, coming from the country, with ignorance of city ways, but with plenty of determination to succeed.

Right: He was a young man who, coming from the country, was ignorant of city ways, but had plenty of determination to succeed.

Wrong: From the window of the train I perceived one of those unsightly structures.

Right: From the window of the train I perceived one of those unsightly structures which are always to be seen near a station.

Exercise

1. As far as my health, you need have no fear.
2. That was on account of grandma could read without specs.
3. There are people who, if they are not jollied along, they soon grow discouraged.
4. It is through long experience in the business that enables him to analyze difficulties so quickly.
5. Our running out of gasoline, we were three hours late.

Necessary Words Omitted

Do not omit a word or a phrase which is necessary to an immediate understanding of a sentence.

Ambiguous: I consulted the secretary and president. [Did the speaker consult one man or two?]

Right: I consulted the secretary and the president. [Or] I consulted the president, who is also the secretary.

Ambiguous: Water passes through the cement as well as the bricks.

Right: Water passes through the cement as well as through the bricks.

COMPLETENESS OF THOUGHT

Wrong: I have had experience in every phase of the automobile.

Right: I have had experience in every phase of automobile driving and repairing.

Wrong: About him were men whom he could not tell whether they were friends or foes.

Right: About him were men regarding whom he could not tell whether they were friends or foes. [Or, better] About him were men who might have been either friends or foes.

Note.—Do not use a verb, conjunction, preposition, or noun in a double capacity when one of the uses is ungrammatical.

Wrong [verb]: He always has and will do it.

Right: He always has done it, and always will do it.

Wrong [preposition]: He was fond and diligent in work.

Right: He was fond of work and diligent in it.

Wrong [conjunction]: He was as old, if not older, than any other man in the community.

Right: He was as old as any other man in the community, if not older.

Wrong [noun]: He is one of the most skilful, if not the most skilful, tennis players in the state.

Right: He is one of the most skilful tennis players in the state, if not the most skilful. [Double capacity is especially awkward when, as in the preceding examples, the first element is suspended while the second is being introduced. If the first element is completed before the second is mentioned, an omission from the second can often be supplied by the reader. Thus in the right form of the last example it is unnecessary to add *player*.]

Exercise

1. Hatterlea said he just as soon go as not.
2. This was the first hike that everybody got lost.
3. It was a cold day and many indications of snow.
4. That's one of the grossest, if not the grossest, fraud ever perpetrated.
5. He owned a cow that any time he took her to market he could get fifty dollars in cash.

COMPLETENESS OF THOUGHT

Comparisons

Comparisons must be completed accurately.

Wrong: His speed was equal to a racehorse.

Wrong: Of course my opinion is worth less than a lawyer.

Wrong: The shells which are used in quail hunting are different than in rabbit hunting.

Compare a thing with another thing, an abstraction with another abstraction. Do not carelessly compare a thing with a part or quality of another thing. Always ask yourself: What is compared with what?

Right: His speed was equal to that of a racehorse.

Right: Of course my opinion is worth less than a lawyer's.

Right: The shells used in quail hunting are different from those used in rabbit hunting.

Self-contradictory: Chicago is larger than any city in Illinois.

Right: Chicago is larger than any other city in Illinois.

Impossible: Chicago is the largest of any other city in Illinois.

Right: Chicago is the largest of all the cities in Illinois. [Or] Chicago is the largest city in Illinois.

Note.—After a comparative, the subject of the comparison should be excluded from the class to which it is compared; after a superlative, the subject of the comparison should be included within the class.

Wrong: { taller of all the girls
tallest of any girl

Right: { taller than any other girl [comparative]
tallest of all the girls [superlative]

Exercise

1. The glass in our windshield is not brittle like a window.
2. Cowles has the highest fever of any other patient in the ward.

COMPLETENESS OF THOUGHT

3. On these brick tablets the Assyrians kept their records, just like our ledgers.
4. The management sold more tickets than the seats in the hall.
5. An education has many advantages over a man who is not educated.

Cause and Reason

- 5. A *because* clause is always adverbial. It is added as a modifier to a statement which is grammatically complete without it. Do not use it where a noun, or where a noun clause beginning with *that*, is called for.**

Right: I am late because I was sick. [The *because* clause modifies the main clause. The main clause would be grammatically complete without it.]

Wrong: The reason I am late is because I was sick. [The reason is not a "because"; the reason is the fact of sickness. A noun or a noun clause is required to complete the main sentence.]

Right: The reason I am late is that I was sick.

Right: Because he wore old clothes we thought he was poor. [The *because* clause is a modifier.]

Wrong: Because he wore old clothes is no proof that he was poor. [A *because* clause cannot be the subject of *is*.]

Right: The fact that he wore old clothes is no proof that he was poor.
[Or] His wearing of old clothes is no proof that he was poor.

Exercise

1. One reason why the South Pole is harder to reach is because there is no animal life near it.
2. Because Flora prefers lemon in her tea is no reason why I shouldn't take cream in mine.
3. The explanation of her silence is because your message did not reach her.
4. Because the snow kept them from foraging was why the birds had to be fed.
5. Because this typewriter is newer does not necessarily make it work better.

COMPLETENESS OF THOUGHT

is when or is where

Do not use a *when* or *where* clause as a predicate noun.

Do not define a word by saying it is a "when" or a "where." Define a noun by another noun, a verb by another verb, etc.

Wrong: The great event is when the train arrives.

Right: The great event is the arrival of the train.

Wrong: Immigration is where foreigners come into a country.

Right: Immigration is the entering of foreigners into a country.

Wrong: A simile is when one object is compared with another.

Right: A simile is a figure of speech in which one object is compared with another.

Note.—A definition of a term is a statement which (1) names the class to which the term belongs, and (2) distinguishes it from other members of the class. Example: A quadrilateral is a plane figure having four sides and four angles. To test a definition ask whether it separates the term defined from all other things. If the definition does not do this, it is incomplete. Define *California* (so as to exclude other states), *window* (so as to exclude *door*), *star* (exclude *moon*), *night*, *rain*, *circle*, *Bible*, *metal*, *mile*, *rectangle*.

Exercise

1. A grin is where you laugh but don't make a noise.
2. Chain stores are where one company owns a number of establishments.
3. One piece of good luck was when we just caught the bus.
4. A steeplechase is where the horses have to jump over obstructions.
5. Mattie knew that an inheritance tax is when you pay money to the government out of your father's estate.

Illogical Statements in General

7. Express the parts of a sentence in complete form so that there will be no disagreement in logic.

Inaccurate: He liked to pore over some strange map, as Africa. [Africa is not a map.]

Right: He liked to pore over a map of some strange region, such as Africa.

Inaccurate: The process of making the celluloid film is originally in strips about two feet wide by two or three hundred long.

Right: The process of manufacture results in a celluloid film about two feet wide by two or three hundred long. [Or] The celluloid film is made in a strip about two feet wide and two or three hundred long.

Inaccurate: At the head of the subscription list is a well-known name. He gave fifty dollars.

Right: At the head of the subscription list is a well-known name. Fifty dollars is the amount written opposite it. [Or] At the head of the subscription list is the name of a well-known person. He gave fifty dollars.

Inaccurate: His promotion was rapid, and soon he attained a vice-president.

Right: His promotion was rapid, and soon he attained a vice-presidency. [Or] His promotion was rapid, and soon he attained the position of vice-president.

Inaccurate: Born in a log cabin gave him a poor start in life.

Right: His being born in a log cabin gave him a poor start in life.

Inaccurate: It is proof of true loyalty to watch young fellows lay down their lives.

Right: For young fellows to lay down their lives is proof of true loyalty. [Or] One sees proof of true loyalty when he watches young fellows lay down their lives.

Inaccurate: A fine example of what a gentleman should be took place on a crowded street car. [Does an *example* ever *take place*?]

Right: A fine example of what a gentleman should be came to my attention on a crowded street car. [For further instances of the use of the wrong word see 62.]

COMPLETENESS OF THOUGHT

Note 1.—Avoid partial conformity. Do not connect an element with other elements one or more of which it cannot logically accompany.

Inaccurate: Here are photograph galleries, machine shops, gardens, bookbinding materials, carpentry, and various other occupations and trades which the monks can follow. [*Carpentry* is the only *occupation* or *trade* mentioned; the other items are *places to work in* or *materials to work with*.]

Right: Here are photograph galleries, machine shops, gardens, book-binderies, carpenter shops, and various other places where the monks may work at almost any occupation or trade.

Note 2.—In giving information about books, do not confuse the title with the contents or some part of the contents. Be accurate in referring to the time, scene, action, plot, or characters.

Inaccurate: The subject of this book deals with the labor problem.

Right: The subject of this book is the labor problem. [Or] This book deals with the labor problem.

Loose thinking: Shakespeare's *Hamlet* occurs in Denmark [The scene is laid?]. Many passages are powerful, especially the grave-digging [Is grave-digging a passage?]. The character of Horatio is a noble fellow [conception] and the same is true of Ophelia [Ophelia a fellow?]. The drama takes place over several weeks [The action covers a period of several weeks].

Caution.—The rule should not be applied so rigorously as to prevent a natural figurative use of language.

Permissible: One night he saw a light on a remote hill, and on asking the villagers, he learned that it was a ranch house. [Strictly, a *light* is not a *house*, but to insist upon literal speech in such a sentence is to press logic too far.]

Exercise

1. Next cholera broke out among my hogs and lost eighty.

COMPLETENESS OF THOUGHT

2. The Virginian was a Wyoming cowboy and came out serially **in** a magazine.
3. The Chinese method of getting the food to the mouth is a pair **of** chop sticks.
4. With just one wire to hang by didn't make me feel safe.
5. Besides reading the best books and literature, the explorer **had** studied at first hand the African pygmies, the Australian aborigines, and other primitive customs.

Transitions

The state of mind of a writer is not the state of mind of his reader. The writer knows his ideas, and has spent much time with them. The reader meets these ideas for the first time, and must gather them in at a glance. The relation between two ideas may be clear to the writer, and not at all clear to the reader. Therefore,

- 8. In passing from one thought to another, make the connection clear. If necessary, insert a word, a phrase, or even a sentence, to carry the reader safely across.**

Cause transition lacking: The Romans were great road-builders. They wished to maintain their empire.

Better: The Romans were great road-builders, *because means of moving troops quickly were necessary* to the maintenance of their empire.

Space transition needed: We were surprised to see a house in the distance, but we went to the door and knocked. [This sentence does not give a reader the effect of distance.]

Better: We were surprised to see a house in the distance. *But we hastened toward it with thoughts of a warm meal and a good lodging. We entered the yard,* and went up to the door, and knocked.

Exterior-interior transition needed: We noticed that the house **was** built of cobblestones. There was a broad window from which **we** could look out upon the small stream that dashed down the **rocky** hillside.

COMPLETENESS OF THOUGHT

Better: We noticed that the house was built of cobblestones. *We went inside, and found that the living room was large and airy.* There was a broad window from which we could look out upon the small stream that dashed down the rocky hillside.

General-to-particular transition needed: Modern machinery often makes men its slaves. Last summer I worked for the Chandler Company. [This gap in thought occurs oftenest between the first two sentences of a paragraph or theme.]

Better: Modern machinery often makes men its slaves. *This truth is well illustrated by my own experience.* Last summer I worked for the Chandler Company.

Transition to be improved by changing order: A careless trainer may spoil a good colt. A good horse can never be made of a vicious colt. [Here the order of ideas is: "Trainer . . . colt. Horse . . . colt." Turn the last sentence end for end.]

Better: A careless trainer may spoil a good colt. And a vicious colt can never be made a good horse. [Now the order of ideas is "Trainer . . . colt. Colt . . . horse."]

Transition to be improved by removal of a disturbing element: Our class in physics last week visited a pumping station in which the Corliss type of steam engine is used. *The engines are manufactured by the Allis-Chalmers Company of Milwaukee, Wisconsin.* This type of engine is used because it has several advantages. [The italicized sentence should be omitted here, and introduced later.]

The simplest means of securing smooth transitions is by a liberal use of connectives: *however, on the other hand, equally important, another interesting problem is, for this reason, the remedy for this, so much for, it remains to mention, of course I admit, finally.* (For a longer list see 36.) Such phrases are useful not only in linking sentences, but also in joining one paragraph to another. They are almost always necessary when there is a turn, a reversal, or a repetition of thought.

COMPLETENESS OF THOUGHT

Note.—When a student first learns the art, he is likely to use transition phrases in excess and produce something like the following: "When I have to write a theme, I first think of my subject. As soon as I have my subject, I take out my paper. On the paper I then make a rough outline." This abuse of transition results in an overlapping of thought, like shingles laid three inches to the weather. An abrupt transition is better than wordiness.

Exercise

1. The caravan set out across the endless Sahara. On the sixth day it reached an oasis.
2. He failed in mathematics. He never gets anything but A in mathematics.
3. The theory that the human eye can intimidate wild animals is widely believed in. Last summer I was with a camping party.
4. Grace smiled at the ceremonious costume in the miniature of her grandmother. She went out and bought the most elaborate evening dress she could find.
5. In the nest I found an unusually large egg. In those days eggs brought only ten cents a dozen at the store. When we broke this egg, we discovered that it had two yolks.

9. EXERCISE IN COMPLETENESS OF THOUGHT

A. Fragments Misused as Sentences

Rewrite the following statements in sentences each of which expresses a complete thought.

1. The deer dashed through the underbrush. Seeing the hunter.
2. There is little mud. Though the rain was heavy.
3. Royce tagged the runner. Who walked slowly back to the bench.
4. Iola decided to do without the beads. And to take the ribbon.
5. There goes Silas Morton. A dishwasher at the restaurant.
6. We consulted an almanac. Which prophesied rain.
7. I shall spend next summer with my uncle. An irrigation expert.
8. It is a vessel for dredging the harbor. Removing the debris. And deepening the roadstead.

COMPLETENESS OF THOUGHT

9. The veteran has a scar on his cheek. Where a piece of shrapnel struck him.
10. Lewis feared that he would be seen. That his face would be recognized. That his name would be called.
11. She often visits two persons. Her mother's brother and her father's sister.
12. The third proposal must now be considered. Two having already been disposed of.
13. The old lady has two pairs of glasses. One to wear when reading. The other to wear when walking.
14. There are two groups of inhabitants: first, the natives. And secondly, the foreigners.
15. The millrace enables him to have the great wheel turning. To keep the long belts whirling. To grind corn into meal.
16. She closed her eyes. So that she could not see the collision.
17. The lecturer explained that the Indians weave blankets. That they make pottery. That they fashion jewelry of silver and jade.
18. The second son has short, brown hair. With a tendency to curl.
19. I must buy a new lace for my shoe. The old one being broken.
20. The carter was huddled over, shivering. After going all day without an overcoat.

Incomplete Constructions and Omission of Words

Improve the following statements. Supply missing words.
Make sure that each sentence is complete.

1. It's the rule that when you tag a player for that person to be out.
2. The price of turkeys is fifty-five cents a pound and hard to get for less than sixty.
3. Two cubs were scratching at a rotten log, and one asleep on the ledge.
4. In *Lady Windermere's Fan* "Margaret" is both she and her daughter's name.
5. The third reason, prices are governed by the demand.
6. This was as high, if not higher, than any other barrier on the golf course.

COMPLETENESS OF THOUGHT

7. The fact that the distance was great and traps many made the third golfer pause.
8. Once I had a pet chicken that I had a little sunbonnet that just fit it.
9. Snow began to fall yesterday. The ground was soon covered and is still on the ground, also very cold.
10. The right tackle, even if he saw the fumble, he couldn't recover the ball.
11. You prune when the sap isn't flowing. That way you don't kill the trees.
12. The older students, what do they care for these childish games?
13. Saw Kitty this afternoon. Said she talked with Belle yesterday. Think I'll call on Belle myself.
14. It was a day which anybody outdoors was chilled to the marrow.
15. We always have and will play according to these rules.

C. Incomplete Comparisons, Definitions, and Statements of Reason

These sentences are illogical and in some instances ungrammatical. Correct and complete them.

1. The cost of the gloves is more than the hat.
2. Because the drought must be broken is why the Indians hold the dance.
3. This tank has the greatest capacity of any other now being manufactured.
4. Popcorn is where the grain bursts open when you heat it.
5. The reason the table is scarred is because it wasn't wrapped when moving.
6. The child's height equals half of a grown man.
7. La Fayette was more unselfish than any Frenchman of his day.
8. A touchdown is when a player carries the ball across the opponents' goal line.
9. Because warm air rises, that is why the room is coolest next the floor.
10. The songs were like his old negro mammy.
11. His new watch keeps the best time of any other he has owned.
12. The cause of the skidding is because the ground is so wet.

COMPLETENESS OF THOUGHT

13. Because erasures are impossible is why the Chinese painter must make every stroke perfect.
14. The best method is when you shut off the power and coast.
15. The operation of the toy is similar to a sure-enough tractor.

D. Transitions and Illogical Statements

Where a smooth transition between sentences or parts of sentences is lacking, supply it. Correct all illogical statements.

1. Edison will be remembered as a great inventor, such as the electric light.
2. The last of the Mohicans was a young prince named Uncas and is one of Cooper's *Leather Stocking Tales*.
3. Years ago the railroads installed block systems to prevent collisions. There are several collisions every year.
4. Downed on the one-yard line was hard luck.
5. "I must slip away from here," thought the hero. One of the enemy saw him.
6. Tintern Abbey is the ruin to which Wordsworth returned and is regarded as one of his best poems.
7. The key had been lost and was a great nuisance to him at this juncture.
8. The Federal Reserve System has stabilized our finances. Many banks failed last summer.
9. These hills are like going through a foreign country.
10. Ada was fascinated by what she read of the Siamese, Thibetans, and other oriental countries.
11. The highest grade in the class was Billy Maydew.
12. The lot of persons who no longer can work is sad. Many companies pension their old employees.
13. Dropped from the Freshman team made Mack feel discouraged.
14. Haste sometimes makes waste. In the village drugstore was a clerk named Harpwell.
15. Oliver, gazing at the façade, thought he never saw a schoolhouse so modern. The rooms were small, the benches shabby, the heating and ventilating systems poor.

UNITY OF THOUGHT

Unity means oneness. A sentence should contain one thought. It may contain two or more statements only when these are closely related parts of a larger thought or impression. A writer should make certain, first, that his thought has unity; and second, that this unity will be obvious to the reader.

Sentence Unity in General

10. Do not combine ideas which have no obvious relation.

Do not combine ideas which *are* related if each is important enough to form a sentence by itself. Do not clutter a sentence with too many details; distribute the details over several sentences or omit them.

Ideas having no obvious connection: A cold spring comes out on a hillside, and from the top of this hill one can see the surrounding country.

Right as two sentences: A cold spring comes out on a hillside. From the top of this hill one can see the surrounding country. [Or, subordinating one idea to the other] From the top of the hill above a cold spring one can see the surrounding country.

Wrong: The Spartans did not care for literature, and lived in the southern part of Greece.

Right: The Spartans lived in the southern part of Greece. They did not care for literature.

Ideas important enough to form separate sentences: We lived in Sante Fe for ten years; then my father died, so we moved to El Paso, Texas. [There are three ideas: (1) Ten years elapse; (2) A man dies; (3) A family moves. These ideas are related, but at least two of them are important enough to form separate sentences.]

UNITY OF THOUGHT

Right [emphasizing ideas 2 and 3]: After we had lived in Sante Fe for ten years my father died. We then moved to El Paso, Texas.

Right [emphasizing ideas 1 and 3]: We lived in Sante Fe for ten years. Upon the death of my father the family moved to El Paso, Texas.

Ideas burdened with too many details: In 1836, in Baltimore, Poe married Virginia Clemm, his cousin, who was hardly more than a child, being then fourteen years old, while Poe himself was twenty-eight, and to her Poe wrote much of his best verse.

Right: In 1836 Poe married Virginia Clemm. Poe was then twenty-eight, and Virginia was only fourteen. To this girl Poe wrote much of his best verse.

Exercise

1. Chandler held his watch to his ear, and it had stopped again, and that winter he traded it for a steel trap.
2. "Dixie" was written by a Northern man and the words don't make any sense in particular.
3. Ayrton worked hard and saved his money; at last a spell of sickness swept away his earnings, and the next year he moved to Michigan.
4. We strolled along the quays; I always thought it would be glorious to get in a boat and sail to foreign lands.
5. The Pilgrims sailed in the Mayflower and the Speedwell, and the Speedwell had to turn back but the Mayflower kept on, and at last they landed on the bleak coast of New England on December 22, 1620, though they had intended to settle much farther south in an area granted them by the Virginia Company.

Choppy Sentences to Be Combined

1. Do not use two or three short sentences to express ideas which will make a more unified impression in one sentence. Place subordinate ideas in subordinate grammatical constructions.

Excessive predication: Excavating is the first operation in street paving. The excavating is usually done by means of a steam shovel. The shovel scoops up the dirt and loads it directly into wagons.

UNITY OF THOUGHT

Right: Excavating, the first operation in street paving, is usually done by a steam shovel which loads the dirt directly into wagons.

Monotonous: The doe is wading along the shore. She is nibbling the lily pads as she goes. Now she moves slowly around the point. She has a little spotted fawn with her. The fawn frolics along at the heels of his mother.

Better: Wading along the shore, the doe nibbles the lily pads by the way, and moves slowly around the point. A spotted fawn frolics at her heels.

Primer style: Rooms are marked on the floor. These rooms are about fourteen feet square.

Better: The floor is marked off into rooms about fourteen feet square.

Note.—An occasional short sentence is permissible, even desirable. Successive short sentences may be used to express rapid action, or emphatic assertion, or deliberate simplicity. Otherwise, avoid them.

Exercise

1. There are twenty-four "men" in checkers. Twelve of these men are black. The other twelve are red.
2. Ellie keeps the sugar at the left of the drainboard. She keeps it in a zinc-lined drawer.
3. The picnickers carried a housewife thrust down in the lunch basket. A housewife is a small bag of needles, pins, thread, etc.
4. One day I saw a man try to mount a horse from the right side. The right side is the wrong side. Obviously the man was a tenderfoot.
5. Animals breathe by means of lungs. This includes man. Fish breathe in a different way. They breathe by means of gills.

Stringy Sentences to Be Broken Up

- 12.** Avoid stringy compound sentences. The crude, rambling style which results from their use may be corrected by separating the material into shorter sentences.

UNITY OF THOUGHT

Faulty: The second speaker had sat quietly waiting, and he was a man of a different type, and he began calmly, but from the very first words he showed great earnestness.

Right: The second speaker, who had sat quietly waiting, was a man of a different type. He began calmly, yet from his very first words he showed great earnestness.

Faulty: There are many stops on the organ which control the tones of the different pipes and one has to learn how and when to use these and this takes time and practice.

Right: On the organ are many stops which control the tones of the different pipes. To learn how and when to use these takes time and practice.

Bad: Your order was very much valued by us, and it is now having our careful attention, and it will be sent by parcel post, and we hope you will order from us again.

Right: Your valued order is now being packed for shipment by parcel post. We hope you will order from us again.

Many types of stringy sentences may be cured by subordinating lesser ideas to the main thought (see 13).

1. Ben went with his uncle on a trip to Africa, and while they were there they saw a lion, and Ben shot at it, but was too excited and missed.
2. At first conveyances ran along the ground, and afterward they moved over steel rails, and now many of them fly through the air.
3. Sometimes there is too much pressure in the boiler, and the extra steam must get out somehow or there will be an explosion, and the safety valve provides the escape.
4. The agent takes a room at the hotel and puts his goods on display there, and the merchants come to see them, and he has to give the merchants cigars and take some of them to dinner.
5. It is the nationally advertised goods that are called for, and the druggist must carry these or his customers will go to other stores, and such goods can't be sold at prices to meet competition unless they have been bought in quantities, and so the druggist must keep his money tied up in a needlessly large stock or else fail to do any business to speak of.

Stringy Sentences to Be Cured by Subordination

In structure a sentence may be

- A. Simple: The rain fell.
- B. Compound: The rain continued, and the stream rose.
- C. Complex: When the rain ceased, the flood came.

In B the clauses are of almost equal importance, and the first is coordinated with the second. In C the clauses are not of equal importance, and the first is subordinated to the second. *And* is a coordinating conjunction. *When* is a subordinating conjunction. For a list of connectives see 36.

13. Do not use coordination when subordination will secure a more clear and emphatic unit of thought. Especially do not coordinate a main idea with an explanatory detail. Children connect all ideas, important and unimportant, with *and*; discriminating writers place minor ideas in subordinate clauses, consign still less important ideas to participial or prepositional phrases, and omit trivial details altogether.

Childish: I went down town and saw a crowd standing in the street, and wanted to know what was the matter, and so I went up and asked a man.

Right: When I went down town I saw a crowd standing in the street, and since I wanted to know what was the matter I asked a man. [Two clauses are subordinated by the use of *when* and *since*. This change abolishes two *ands*. The words *went up and* are struck out. One *and* remains, and deserves to remain, for it joins two ideas which are truly coordinate.]

Main idea not emphasized: I talked with an old man and his name was Ned.

Better: I talked with an old man named Ned. [A participial phrase replaces a clause. The name is now subordinated.]

UNITY OF THOUGHT

Main idea not emphasized: Developing is the next step in preparing the film, and it is very important.

Better: Developing, the next step in preparing the film, is very important. [An appositional phrase replaces the first predicate.]

Main idea not emphasized: They began their perilous journey, and they had four horses.

Right [emphasizing *perilous journey*]: With four horses they began their perilous journey. [A prepositional phrase replaces a clause.]

Right [emphasizing *having the horses*]: When they began their perilous journey they had four horses. [A subordinate clause replaces a main clause.]

Capable of greater unity: The frog is a stupid animal, and may be caught with a hook baited with red flannel. [Is the writer trying to tell us *how to catch frogs* or merely that *frogs are stupid*? Coordination makes the two ideas appear equally important.]

Right [emphasizing *frogs are stupid*]: The fact that the frog can be caught with a hook baited with red flannel proves his stupidity.

Right [emphasizing *how to catch frogs*]: The frog, being stupid, will bite at a piece of red flannel.

Faulty: He published prose fiction, and this was then the accepted literary form, and the drama was neglected.

Better: He published prose fiction, which was then the accepted literary form, the drama being neglected. [This sentence makes three statements in a diminishing series. The important idea is expressed in a main clause; a less important explanation is fitted into a relative clause; and a still less important comment takes a parenthetical phrase at the end.]

Exercise

1. The fox saw his enemy, and he tried to get away.
2. The guests sat sipping their tea, and they had napkins on their laps.
3. The horse was limping badly, and it had cast a shoe.
4. Another element is mixed with the oxygen, and it is known as nitrogen.
5. The rhinoceros is ill-tempered, and he will charge if he catches the scent of any other creature.

UNITY OF THOUGHT

And Misused before a Clause
(The *and which* construction)

14. Use *and which* (or *but which*), and *who* (or *but who*) only between relative clauses similar in form. Between a main clause and a relative clause *and* or *but* thwarts subordination.

Wrong: This is an important problem, and which we shall not find easy to solve.

Right: This is an important problem, which we shall not find easy to solve.

Right: This problem is one *which* is important *and which* we cannot easily solve.

Wrong: *Les Miserables* is a novel of great interest and which everybody should read.

Right: *Les Miserables* is a novel of great interest and one *which* everybody should read.

Wrong: Their chief opponent was Winter, a shrewd politician, but who is now less popular than he was.

Right: Their chief opponent was Winter, a shrewd politician, who is now less popular than he was.

Note.—Rule 14 is sometimes briefly stated: Do not use *and which* unless you have already used *which* in the sentence. This statement is generally true, but an exception must be made for sentences like the following. Right: "He told me what countries he had visited, and which ones he liked most."

Exercise

1. It is a winding road, and which leads to Delhi.
2. We opened a jar of preserved figs, but which turned out to be dill pickles.
3. Newberry is a man of much prominence and whom everybody trusts.
4. The woman in the third row and who wears the lavender hat is my botany teacher.

UNITY OF THOUGHT

5. By means of annual reports but which are skilful exercises in book-keeping many companies contrive to appear prosperous.

And Misused before a Phrase

5. Do not use *and* to attach a phrase to a main clause. The presence of *and* thwarts subordination.

Wrong: Major went to bed, and leaving the work unfinished.

Right: Major went to bed, leaving the work unfinished.

Wrong: He ran home and with coat tails flying.

Right: He ran home with coat tails flying.

Note.—Where the phrase may be regarded as belonging, not to the clause which precedes it, but to an unexpressed clause which presents a second stage of the thought, it may follow an *and*.

Right: Joyce, however, stepped forward, and without a trace of fear.

[The full sentence would be: "Joyce, however, stepped forward, and he did so without a trace of fear."]

Exercise

1. The chief sat down, and drawing his blanket about him.
2. They served me fried sausages, and with coffee and bread.
3. The old cow bawled for her calf, and without letting down her milk.
4. The cat approached us, and with canary feathers sticking to her lips.
5. The bank locks its doors at three, and shutting out people who are late.

Faulty Subordination of the Main Thought

5. Do not put the principal statement of a sentence in a subordinate clause or phrase. This violation of unity is sometimes called "upside-down subordination." (See 42.)

Faulty: Our clothes began to feel damp from the fog when we decided to build a fire.

UNITY OF THOUGHT

Right: When our clothes began to feel damp from the fog we decided to build a fire.

Faulty: Longstreet received orders to attack the Federal right wing, which he did immediately.

Right: As soon as Longstreet received orders he attacked the Federal right wing.

Faulty: I suspected that it would rain, although I did not take an umbrella.

Right: Although I suspected that it would rain, I did not take an umbrella.

Exercise

1. The temptation was great, though Hughes overcame it.
2. The ship fought bravely against the gale, finally going aground.
3. The saturation point is reached, when customers refuse to buy any more goods.
4. A log has fallen across the stream, which forms a bridge for us.
5. The time came when she had to trim her baby's curls, which the sorrowing mother did.

The Run-together Sentence

17. Do not run two sentences together without placing any mark of punctuation between them. End the first sentence with a period (*or* question mark *or* exclamation point).

Wrong: Each passenger finds his baggage there a custom-house officer awaits him. [Is one statement made, or are two? Is each statement, if taken alone, complete?]

Right: Each passenger finds his baggage. There a custom-house officer awaits him.

Wrong: The next man was different he had a swarthy face and wore a turban. [Here are two statements, each grammatically able to stand as a sentence. The writer has telescoped the two and thus has denied the grammatical independence of one or the other.]

UNITY OF THOUGHT

Right: The next man was different. He had a swarthy face and wore a turban.

Wrong: What's your name speak up.

Right: What's your name? Speak up.

Note.—A writer who telescopes two statements as if they were one reveals rudimentary ignorance; he does not know when a new sentence begins. In some instances there are several possible methods of correction (for additional ones see 18, Notes 1, 2, and 3). But choice among these methods is only for such writers as have passed the stage of framing simple sentences correctly. For the beginner one method alone is sure—to separate the fused statements by means of a period and a capital.

Exercise

1. Night fell the boat drove on.
2. What company is that tell me, somebody.
3. That's an invoice it shows you what goods have been shipped.
4. We shall catch the six o'clock train if not we shall take the midnight express.
5. The customer buys on credit his bill is sent at the end of the month.

The Comma Splice

3. Do not splice two independent statements by means of a comma. Write two sentences.

Wrong: Griffith was tired, he had worked ten hours. [Each statement is complete within itself. Each statement should be so written as to indicate this grammatical independence.]

Right: Griffith was tired. He had worked ten hours.

Second statement opening with a noun: The market sagged. A rush of buying orders followed. [Do not splice the two statements with a comma.]

Second statement opening with *it*: The town has two railroads. It was founded when oil was discovered.

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Second statement opening with *this*:* The weight of the whole load now rested on the pulley. This was groaning under the strain.

Second statement opening with *then* or *there*:† The whistle blew at twelve. Then the workmen had an hour off for lunch.

Second statement opening with some other conjunctive adverb: The region is swampy. Consequently a system of drainage must be installed.

Two independent statements in a quotation: "You won't like those plums," warned Belle. "They're sour."

Note 1.—The only safe course for the beginner is to follow the instructions already given—that is, to place each independent statement in a sentence to itself. But a writer whose recognition of an independent statement is sure will sometimes find it well to place two (or even more) statements in one sentence. There are three ways of doing this grammatically. The first way is to link the two statements by means of a comma and a conjunction. (See 91a.)

Two statements written separately: The winters were long and cold. Nothing could live without shelter.

Two statements linked by a comma and a conjunction: The winters were long and cold, and nothing could live without shelter.

Note 2.—Another method which can sometimes be used to link two independent statements is to employ a semicolon. (See 92a.)

The winters *were* long and cold; nothing could live without shelter.

* By contrast, a clause opening with *which* is not a complete sentence (except in questions) and must not be written as an independent statement.
The weight of the whole load now rested on the pulley, *which was groaning under the strain*.

† By contrast, a clause opening with *when* or *where* is not a complete sentence (except in questions) and must not be written as an independent statement.

The whistle blew at one, *when the workmen had finished their lunch*.

UNITY OF THOUGHT

Note 3.—A third method which can sometimes be used to link two independent statements is to reduce one of them to the rank of a modifier.

First statement reduced to a phrase: During [or *On account of*] the long and cold winters nothing could live without shelter.

First statement reduced to a dependent clause: Because [or *Since*] the winters were long and cold nothing could live without shelter.

Second statement reduced to a phrase: The winters were long and cold, nothing being able to live without shelter.

Second statement reduced to a dependent clause: The winters were so long and cold that nothing could live without shelter.

Exception to Rule 18.—Three or more short coordinate clauses which are parallel in structure and leave a unified impression may be joined by commas, even though no conjunction is used.

All was excitement. The ducks quacked, the pigs squealed, the dogs barked. [The general idea *excitement* gives the three clauses a certain unity. Semicolons, however, would be equally correct.]

Exercise

1. The services are over, now listen to the recessional.
2. Don't look all through the text for that item, turn to the index.
3. The calliope starts playing, in this way a crowd is attracted.
4. We rent houses, apartments, flats, stores, however, are not a specialty with us.
5. That water must be piped to the city, the engineers can find the best route.

19. EXERCISE IN UNITY OF THOUGHT

A. The Run-together Sentence and the Comma Splice

Rewrite the following material in sentences each of which is a unit of thought. Most of the statements should be summarily cut apart. If you decide that others taken together have unity of thought combine them (1) by a comma plus a conjunction, (2) by a semicolon, or (3) by reducing one of the statements to a phrase or a subordinate clause.

1. What's the use there's no gasoline in the tank.
2. Did you ever pull molasses candy I used to.
3. The tariff is like the poor, it's always with us.
4. Climb on the scales I want to see what you weigh.
5. The old man drives slowly down the street, he cries, "Rags, paper, junk!"
6. Most accidents are at intersections, traffic signals would save many lives.
7. The nineteenth man is the umpire he sees that the game is played by the rules.
8. The candle had bent over, grease was dripping on the rug.
9. How's this, how did you get here?
10. Toward nightfall the wind became cooler soon the rain turned to snow.
11. I do wish we had some salt this oatmeal needs seasoning.
12. Lanier was a natural musician, he could play almost any instrument without being taught.
13. May I it wouldn't be wrong.
14. Financial bills must originate in the House, if they pass there they go to the Senate.
15. I shall come to see you there are many things I have to tell.
16. The chairman called for a rising vote, some of the people stood up.
17. I can't wash the dishes, there isn't any hot water.
18. The radio announcer speaks very distinctly this is commendable.
19. The wound is an old one, it has left a bad scar.
20. Have you a pencil sharpener this lead is worn blunt.

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The Run-together Sentence and the Comma Splice

Rewrite the following material in sentences each of which is a unit of thought. Most of the statements should be summarily cut apart. If you decide that others taken together have unity of thought combine them (1) by a comma plus a conjunction, (2) by a semicolon, or (3) by reducing one of the statements to a phrase or a subordinate clause.

1. The kind I use is a safety razor, it has a double-edged blade.
2. It's much too warm in here the mercury stands at seventy-three.
3. Cyril is trying to get four new subscriptions if he does he will win a prize.
4. There are swarms of people in the water, on the sand, or under umbrellas, along the pier, though, hardly any one is walking.
5. That man is Russell Willard his grandfather was the first settler in this region.
6. Hold tight help is coming.
7. Did you really, I would never have believed it.
8. Open that pickle-bottle you'll have to use a corkscrew.
9. Steady me a little, I get dizzy from looking down on running water.
10. This is a joint note, it must bear the signatures of both the borrowers.
11. The ordinance prohibits wooden roofing this will reduce the number of fires.
12. The priest of Apollo went into a trance, while he was in this condition the oracle spoke.
13. A crow is shrewd he can easily tell a hoe-handle from the barrel of a gun.
14. The two bucks locked horns during the combat, as they could not disentangle themselves they were killed and eaten by wolves.
15. A bat must suspend himself from something he does not stand on the ground should you place him on the earth he could not begin a flight to do that he must drop through the air instead of leaping upward from a support beneath him.

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C. One Thought in a Sentence

By dividing, subordinating, or logically combining the following statements, secure unity of thought.

1. He had a mole on his cheek and he gave us a handbill.
2. The Mayas were an amazingly civilized folk, and Lindbergh discovered the ruins of one of their cities.
3. We walked, but found it tiresome; after we had gone several miles a man came along in a roadster, and he wore pince-nez and offered us a lift, and we gladly climbed in.
4. The Adairs have a son named Herbert, and he likes to carry a toy balloon.
5. The oranges are picked from the trees by hand, and the prospects this year for a large crop are good.
6. Our treasurer is a man named Raley, and his wife is left-handed.
7. We made seventy-one yards in six downs; then their line held, and soon afterward they scored a touchdown.
8. In our street is a boy called Hans, and he coasts down the sidewalks on a scooter.
9. The Mexicans are lovers of art, and many of them wear bright costumes.
10. I loved to turn the cider-press, and we had bought it at a country auction.
11. Milton, who had lost his eyesight by writing in behalf of the Commonwealth after the doctors had warned him of the consequences, composed *Paradise Lost* after his enemies had come again into control of the government, and though he had planned the epic years before he had laid it aside for the sake of his country.
12. Joel was the smartest boy in our class, and last winter he was laid up with measles.
13. The Swiss are a mountain folk, and they have a democratic government.
14. Gettysburg was fought on July 1, 2, and 3, 1863, by the Union forces under Meade and the Confederates under Lee, and it was the bloodiest battle of the war, though neither general had

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planned to fight at that place and the engagement came on by chance.

15. My overcoat stood up when I took it off, for the snow had first melted and then frozen, and the next year we moved to a milder climate.

D. Excessive Predication

Reduce the number of independent statements by re-writing the following sentences. Do not crowd too many ideas together. Stringy sentences are worse than choppy ones.

1. For reading he wears spectacles. They are of the tortoise-shell kind.
2. I had on my shoulder a double-barreled shotgun. It was loaded with birdshot.
3. You write in code. In this manner you convey the information secretly.
4. The principal's office is next the assembly room. It is on the first floor.
5. Turpin has a collection of butterflies. It is large and varied. He has acquired it gradually through a period of years.
6. I like biscuits. I especially like them hot. Also I like to have plenty of butter and honey with them.
7. Two things are necessary. They are faith and works.
8. Irwin mashed his finger with a hammer. It was the index finger of his left hand. He mashed it while repairing a table.
9. On that side of the room is a college pennant. There is also a picture by Millet. There is also a medical degree. All these hang on the wall.
10. Lounsbury walked to the telephone office. From this he walked to the gas office. He then walked to the electric office. He was paying his bills. It took him all afternoon.
11. On the table were various memoranda. They are held together with clips.
12. The dead animal is skinned. The skin is dried. It is sold to the manufacturer. It is then made into shoes.

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13. Every household used to do its own washing. Now many households have their washing done at one laundry. The present method saves duplication of work.
14. The Italian sonnet is a poem which contains fourteen lines. It is divided into two parts. These parts are called the octave and the sestet.
15. Some goods are perishable. Some are non-perishable. There is a business technique for handling each. The technique which suits one does not suit the other.

E. Excessive Coordination

The following sentences either (a) string together loosely too many separate statements or (b) place subordinate matter in a coordinate relation with the main thought. Break up the sentences which should be broken up. Recast the others, placing the subordinate matter in a dependent clause, a phrase, or a modifying word.

1. In the old days you asked for what you wanted, and now you go to the shelves and pick it out.
2. A tall man came forward, and he was the owner of the garage.
3. From a door of the house a stairway leads to the maid's room, and it is the rear door.
4. You open the drafts and shake down the ashes, and there will always be some embers left, and you drop kindling on these and add fresh coal.
5. A house sits far back among the trees, and it has long been unpainted.
6. An animal paced restlessly back and forth in the cage, and it appeared to be a hyena.
7. The air in the shaft was foul, and a candle wouldn't burn there.
8. A church stands in the village, and it has a high steeple, and in the steeple is a bell.
9. Kate expected to buy celery, but there wasn't any and she bought lettuce.

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10. Hams hung in the smokehouse, and they were well cured.
11. There was a funny song which I liked in my boyhood, and people sang it a great deal, and it began, "Old Grimes is dead, that good old soul."
12. When Mandy saw the coat and it belonged to her father, she knew the man was a thief.
13. A paper was founded, and it was called the *Mercury*.
14. The dogs were barking furiously, and we hurried to the place, and they had something up a tree, and we thought it was a possum.
15. The natives approached, and they did so cautiously, and it was obvious that their purpose was to examine the trinkets.
16. The sand glittered so, and we were half blinded.
17. She could hardly be understood, and she spoke very low.
18. The story is full of action, and Dumas is the author.
19. The janitor, Stievers, sweeps the building and fires the furnace, and he keeps apples and candy in the basement and sells these to the children.
20. Dionysus promised Midas to grant any request he might make, and he asked that whatever he touched might turn into gold, but then he found that his food was changed to gold too, and he was about to starve, and he begged Dionysus to take the fatal power away.

F. Upside-down Subordination

In the following sentences the important idea is buried in a subordinate clause or phrase. Rescue this main idea, express it in the main clause, and if possible subordinate the rest of the sentence to it.

1. A servant was aroused to resistance by this cruelty, fatally wounding Cornwall.
2. The downpour had lasted two hours, when a torrent swept through the narrow valley.
3. The time seemed ripe to banish the pretender, which the king did.
4. The unsuspecting man approached as the leopard crouched to leap.

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5. The fish Isham caught was large, while the one which got away was larger.
6. I was strolling past the hive, when a bee flew out and stung me.
7. A dog in the neighborhood was noted for its playfulness, which suddenly went mad.
8. Josephine was reluctant to mark down her prices, though she was at last forced to do so.
9. Letitia picked up the broken glass, cutting her finger badly on one of the pieces.
10. Hamilton had a plan, which was for the nation to assume the states' debts.

CLEARNESS OF THOUGHT

Clearness is fundamental. The writer should be content, not when his meaning may be understood, but only when his meaning cannot be misunderstood. He may attain this entire clearness by giving attention to five matters: Reference (20-23), Coherence (24-28), Parallel Structure (30-31), Consistency (32-35), Use of Connectives (36-38).

REFERENCE

By the use of pronouns, participles, and other dependent words, language becomes flexible and free. But each dependent part must refer without confusion to a word which is reasonably near, and properly expressed. Ordinarily a reader expects a pronoun or a participle to refer to the nearest noun (or pronoun) or to an emphatic noun.

Divided Reference

20. A pronoun should be placed near the word to which it refers, and separated from words to which it might falsely seem to refer. If this method does not secure clearness, discard the pronoun and change the sentence structure.

Uncertain reference of *which* He dropped the bundle in the mud which he was carrying to his mother. [The reader for a moment refers the pronoun to the wrong noun. Bring *which* nearer to its proper antecedent *bundle*.]

Right: He dropped in the mud the bundle which he was carrying to his mother.

CLEARNESS OF THOUGHT: REFERENCE

Vague reference of *this*: My failure in mathematics was serious. My grades in English, history, and Latin were good enough. But this brought down my average. [*This?* What *this*? Five nouns intrude between the pronoun *this* and its proper antecedent *failure*.]

Right: In English, history, and Latin I received fairly good grades. But in mathematics I received a failure. This brought down my average.

Remote reference of *it*: If you want to make a good speech, take your hands out of your pockets, open your mouth wide, and throw yourself into it.

Right: If you want to make a good speech, take your hands out of your pockets, open your mouth wide, and throw yourself into what you are saying. [Or, better] Take your hands out of your pockets, open your mouth wide, and throw yourself into the speech.

Ambiguous reference of *he*: John spoke to the stranger, and he was very surly.

Right: John spoke to the stranger, who was very surly. [Or] John spoke in a surly manner to the stranger.

Note.—The reference of relative and demonstrative pronouns is largely dependent upon their position. The reference of a personal pronoun (*he*, *she*, *they*, etc.) is not so much dependent upon its position, the main consideration being that the antecedent shall be emphatic. (See the next article.)

Exercise

1. He was driving an old mule attached to a cart that was blind in one eye.
2. At Rutgers after four hard years Adolph won a sheepskin, which was also Clint's alma mater.
3. The smell of the deer pleased the wolf's nose which had been hung on the tree by the hunter.
4. Pike unwrapped the cheese. He made sandwiches for each of us and took one himself. He even offered one to the pup. It smelled very strong.

CLEARNESS OF THOUGHT: REFERENCE

5. The light must fall on the picture properly. Of course other things must be considered—the frame, the size of the room, the suitability of the wall as background, the nature of the other paintings. But that should never be forgotten.

Weak Reference

- 21.** Do not allow a pronoun to refer to a word not likely to be central in the reader's thought; a word, for example, in the possessive case, or in a parenthetical expression, or in a compound, or not expressed at all. Make the pronoun refer to an emphatic word.

Wrong: When a poor woman came to Jane Addams' famous Hull House she always gave help. [*Poor woman* and *Hull House* are the emphatic words, to which any pronoun used later is instinctively referred by the reader.]

Right: When a poor woman came to Jane Addams' famous Hull House she always received help. [Or] When a poor woman came to Hull House Jane Addams always gave help.

Wrong: In biology, which is the study of plants and animals, we find that they are made up of unitary structures called cells. [Since the words *plants* and *animals* occur only in a parenthetical clause, the reader is surprised to find them used as an antecedent.]

Right: In the study of biology we find that plants and animals are made up of unitary structures called cells.

Wrong: The old scissors-grinder sharpens them for the whole neighborhood. [The center of interest in the reader's mind is a man, not scissors.]

Right: The old scissors-grinder sharpens scissors for the whole neighborhood.

Wrong: I always liked engineers, and I have chosen that as my profession.

Right: I always liked engineering, and I have chosen it as my profession.

CLEARNESS OF THOUGHT: REFERENCE

Absurd: When the baby is through drinking milk, it should be disconnected and put in boiling water. [The central idea in the reader's mind is *baby*, not *milk-bottle*. The writer may have been thinking about the *bottle*, but he did not make the word emphatic; in fact, he did not express it at all.]

Right: When the baby is through drinking milk, the bottle should be taken apart and put in boiling water.

Note.—Ordinarily, do not refer to the title in the first line of a theme. The reader expects you to assert something, and face forward, not to turn back to what you have said in the title.

		Color Photography
Faulty:	{	I am interested in this new development of science.
		For a long time I . . .
		Color Photography
Right:	{	Taking pictures in color has long appealed to me as an
		interesting possibility . . .

Exercise

1. The country is filled with grapefruit orchards. One of the neighbors gave us a basketful.
2. I do not know the technical terms in floriculture, but I can call them by their common names.
3. In fire drills, which involve the lowering of all boats from the ships, each of them must carry food and water.
4. We drove through a prairie dog town, which with barks and flirts of the tail dived into their holes.
5. Nora wielded the potato masher vigorously and afterward seasoned them with butter and salt.

Broad Reference

22. Do not use a pronoun to refer broadly to a general idea. Make the reference to a definite word or abandon the pronoun.

CLEARNESS OF THOUGHT: REFERENCE

Wrong: The tapper strikes the gong, which continues as long as the push button is pressed. [The writer intends that *which* shall refer to the entire preceding clause, but the reference is intercepted by the word *gong*.]

Right [supplying a definite antecedent]: The tapper strikes the gong, a process which continues as long as the push button is pressed. [Or, abandoning the pronoun] The tapper strikes the gong as long as the push botton is pressed.

Wrong: Read the directions which are printed on the bottle and it may save you from making a mistake.

Right [making the reference definite]: Read the directions which are printed on the bottle. This precaution may save you from making a mistake. [Or, abandoning the pronoun] Reading the directions on the bottle may prevent a mistake.

Wrong: The managers told him they would increase his salary if he would represent them in South America. He refused that.

Right: The managers told him they would increase his salary if he would represent them in South America. He refused the offer.

Exception.—It cannot be maintained that a pronoun must *always* have one definite word for its antecedent. Many of the best English authors occasionally use a pronoun to refer to a clause. But the reference must always be clear.

Note.—Impersonal constructions must be used with caution. "It is raining" is correct, although *it* has no antecedent. We desire that the antecedent shall be vague, impersonal. But unnecessary use of the indefinite *it*, *you*, or *they* should be avoided.

Faulty: It says in our history that Columbus was an Italian.

Right: Our history says that Columbus was an Italian.

Not complimentary to the reader: You aren't hanged nowadays for stealing.

Right: No one is hanged nowadays for stealing.

Faulty: They are noted for their tact in France.

Right: The French are noted for their tact.

CLEARNESS OF THOUGHT: REFERENCE

Exercise

1. By hammering on the sole he bent the tack, which gave him great comfort.
2. They eat fish raw in the South Sea Islands.
3. If you add these figures on the adding machine, it will be quicker and prevent mistakes.
4. It says in a footnote that Roland was Charlemagne's nephew.
5. Simms proposed that we sign the agreement if they would omit the third clause. Hudson objected to this.

A participle is a form derived from a verb but used as an adjective. Observe that in each instance the participle modifies a noun or a pronoun.

Watching, he saw a light.

Having watched until dawn, Falk was tired.

Watched closely, the prince became angry.

The conspirators, *having been watched*, were found guilty.

Dangling Participle or Gerund

23. A participle or a gerund which begins a sentence must refer to the subject; otherwise it is said to dangle.

Dangling participle: Coming in on the train, the high school building is seen. [Is the building coming in? If not, who is?]

Right: Coming in on the train, one sees the high school building.

A sentence containing a dangling modifier may be corrected (1) by giving the word to which the modifier refers a conspicuous position in the sentence, or (2) by replacing the modifier by some other construction.

Dangling participle: Having taken our seats, the umpire announced the batteries.

Right: Having taken our seats, we heard the umpire announce the batteries. [Or] When we had taken our seats, the umpire announced the batteries.

CLEARNESS OF THOUGHT: REFERENCE

Dangling gerund: In talking to Mr. Brown the other day he told me that you intend to buy a car.

Better: In talking to Mr. Brown the other day I learned that you intend to buy a car.

A participle or a gerund which trails after a main clause should not appear to refer to the wrong word, nor should it dangle in the air and appear to refer to no word.

Ambiguous trailing participle: The horse had only one good eye, caused by an encounter with a wire fence. [The *good eye* was not *caused* by the encounter.]

Right: One eye of the horse was blind from an accident caused by an encounter with a wire fence.

Dangling gerund: The address was concluded by reciting a passage from Wordsworth.

Better: The speaker concluded his address by reciting a passage from Wordsworth. [Or] The address was concluded by the recitation of a passage from Wordsworth.

Note.—An elliptical clause (one from which words are omitted) is faulty when one of the elements is left dangling.

Ludicrous: My shoestring always breaks when hurrying to the office at eight o'clock [say *when I am hurrying*].

Exercise

1. While engaged in a furious rally his racket struck the net.
2. Tears fall fast when singing Auld Lang Syne.
3. The lime began to boil, caused by adding water.
4. Having uttered this yowl, a flatiron barely missed the cat.
5. Cycles of plays were performed once a year in many towns in medieval England, pertaining to Biblical subjects.

CLEARNESS OF THOUGHT: COHERENCE

COHERENCE

The verb *cohere* means to stick or hold firmly together. And the noun *coherence* as applied to writing means a close and natural sequence of parts. Order is essential to clearness.

General Incoherence

- 24.** Every part of a sentence must have a clear and natural connection with the adjoining part. Like or related parts should normally be placed together.

Bring related ideas together: Little Helen stood beside the horse wearing white stockings and slippers.

Right: Little Helen, in white stockings and slippers, stood beside the horse.

Keep unlike ideas apart: The colors of purple and green are pleasing to the eye as found in the thistle.

Right: The purple and green colors of the thistle are pleasing.

Distribute unrelated modifiers, instead of bunching them: I found a heap of snow on my bed in the morning which had drifted in through the window. [Subject verb—object—place—time—explanation.]

Right: In the morning I found on my bed a heap of snow which had drifted in through the window. [Time—subject verb—place—object—explanation.]

Bring related modifiers together: When he has prepared his lessons, he will come, as soon as he can put on his old clothes. [Condition—main clause—condition.]

Right: When he has prepared his lessons and put on his old clothes, he will come. [Condition and condition—main clause.]

Exercise

1. A hatchet-faced man was inspecting the airplane with a bag of popcorn.
2. The tune seemed familiar to his ear as drawn out by the musician.

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3. Sometimes you can open a lock which has fastened itself with a hairpin.
4. If the stepping-stone turns you will get wet if you aren't careful.
5. In one day we cross a region over which our grandparents were traveling for two months in an airplane.

Logical Sequence

- 25.** Place first in the sentence the idea which naturally comes first in thought or in the order of time. Do not begin one idea, abandon it for a second, and then return to the first. Complete one idea at a time.

Faulty: We went to the station from the house after bidding all goodbye.

Right: We said goodbye to all, and went from the house to the station.

Faulty: Once, while hunting, the king was caught in a rain storm.

He gave two old peasants who lived in a windmill rings and fine clothing, and made them very rich. These people did him a kindness, offering him shelter and warm food, when he took refuge there from the storm, in order to escape a drenching.

Right: Once, while hunting, the king was caught in a rain storm.

In order to escape a drenching he took refuge in a windmill. The two old peasants who lived there were kind, offering him shelter and warm food. Thereupon the king gave them rings and fine clothing, and made them very rich.

Exercise

1. I discovered the turkey's nest at last. I hunted half an hour for it.
2. We reached his shop through the hotel after arriving in a bus from the station.
3. The movement was boldly executed and skilfully planned.
4. England has had a succession of poets laureate, from Masfield back to Ben Jonson.
5. Brick houses are not suited to an earthquake country. Of course the old colonial brick houses are charming. Nor should any structure be too high.

CLEARNESS OF THOUGHT: COHERENCE

Squinting Modifier

26. Avoid the squinting construction. That is, do not place between two parts of a sentence a modifier that may attach itself to either. Place the modifier where it cannot be misunderstood.

Confusing: I told him when the time came I would do it. [*When the time came* is said to "squint" because the reader cannot tell whether it looks forward to the end of the sentence, or backward to the beginning.]

Right: When the time came I told him I would do it. [Or] I told him I would do it when the time came.

Confusing: Some friends I knew would enjoy the play. [*I knew* squints.]

Right: Some friends would enjoy the play, I knew.

Confusing: The orator whom every one was calling for enthusiastically hurried to the platform. [*Enthusiastically* squints.]

Clear: The orator whom every one was enthusiastically calling for hurried to the platform.

Exercise

1. If you come without a doubt the dinner will be a success.
2. The fullback slipped and fell twenty yards from the goal line.
3. The boys while the violinist was playing repeatedly bent longing looks at the exit.
4. When the siren shrieked for a moment Barbara thought that the Judgment Day had come.
5. I was well until the last few days I have not been very well.

Misplaced Word

27. Such an adverb as *only*, *ever*, *almost*, should be placed near the word it modifies and separated from words which it might falsely seem to modify.

Illogical: I only need a few dollars.

Right: I need only a few dollars. [Or] I need a few dollars only.

CLEARNESS OF THOUGHT: COHERENCE

Illogical: I don't ever intend to go there again.

Right: I don't intend ever to go there again. [Or] I intend never to go there again.

Illogical: She has the sweetest voice I nearly ever heard.

Right: She has nearly [or *almost*] the sweetest voice I ever heard.

Note.—A directive expression like *however* or *nevertheless* should be used at or near the turning point in the thought; it should not be delayed until the need for it has passed.

Tardy use of *however*: I intend to try. I do not expect to accomplish much, however.

Right: I intend to try. I do not, however, expect to accomplish much.

Exercise

1. They only serve two meals a day at that place.
2. That's the worst pipe I almost ever smelt.
3. There aren't any people in the reserved seats, hardly.
4. High interest means imperiled principal if only people could be made to see it.
5. The dialog in a scenario may be excellent. No movie company in the world can afford to use much of it, however.

Split Construction

28. Elements that have a close grammatical connection should not be separated awkwardly or carelessly. These elements are (a) the subject and verb, or verb and object; (b) the parts of a compound verb; and (c) the infinitive.

Awkward separation of subject and verb: One in the struggle for efficiency should not become a machine.

Better: In the struggle for efficiency one should not become a machine.

Awkwardly separated verb: What use of an education could a girl who married a penniless rogue and afterward knew nothing but hard labor, make?

CLEARNESS OF THOUGHT

Better: What use of an education could a girl make who married a penniless rogue and afterward knew nothing but hard labor?

Split infinitive: He was unable *to* even so much as *stir* a foot.

Better: He was unable even *to stir* a foot.

Note.—It is often desirable to separate the forms enumerated under (a) and (b) above, either for emphasis (see 40) or to avoid a bunching of modifiers at the end of a sentence (see 23). The whole point of rule 28 is not to depart from a natural order needlessly.

Exercise

1. I wish she would without being urged sing.
2. The machine belt is arranged to automatically adjust itself.
3. A person amid this riot, of theories and nostrums should remain calm.
4. An avocado if it is unusually large and in the best of condition will bring you seventy-five cents.
5. Bertie liked to hear the old folks gathered at picnics or waiting outside the church after services were over talk.

29. EXERCISE IN CLEARNESS OF THOUGHT

A. Reference of Pronouns

In the following sentences make the reference of pronouns exact and unmistakable.

1. Hold the test tube over the Bunsen burner, which is the next step in the experiment.
2. Fritz lives next door to Willie, and he has a little cart.
3. They raise much coffee in Brazil.
4. Many city people study farming in books and long to own one.
5. We bought a fern at the nursery which we keep in a pot.

CLEARNESS OF THOUGHT

6. Yates was the old gentleman's favorite clerk, who remembered him handsomely in his will.
7. He said it was tough beef, which was not tactful.
8. The working bees bring honey to the hives. These are armed with stings.
9. All New Yorkers remember the Tweed Ring as a blot upon her fair name.
10. It says in the corollary that the line will be perpendicular.
11. They let water stand in each basin, which causes the ground to settle.
12. While the filling station man was putting gasoline in Morehead's tank he sat there on the front seat and let the engine run.
13. You take the customer's money. You wrap the package, make out a receipt, and ask the customer to call again. But from the standpoint of the store this is very important.
14. Wipe your shoes on the mat. It will keep the floor clean.
15. While the boy was peering through the glass of Reams's hot-house at the bulbs, he offered to give him one.
16. We weighed the package on the scales which I had brought home for dinner.
17. Three witnesses say he was in the wrecked car. He denies this.
18. On that shelf you will find a bowl of sugar. My husband made it from an old pine board.
19. It says in the fourth act that Macbeth saw the witches again.
20. When the eyes of Columbus's men first rested on this welter of weeds, they did not know it was the Sargasso Sea.
21. Ivy grows over the cottages, which gives a cozy look to the village.
22. The water was pumped into buckets which the thirsty soldiers were to drink.
23. I shall tell you about a strange accident. He was driving along with no sign of danger. Suddenly a huge rock tumbled from an embankment by the roadside.
24. The association gathers the news in common, which makes it cheaper for each paper.
25. The clock struck eleven. Three times before, as the chimes sounded the quarter hours, Willoughby had sat unheeding. This galvanized him into action.

CLEARNESS OF THOUGHT

B. Dangling Modifiers

Remembering that a participle is used as an adjective and must therefore refer to a noun or a pronoun, correct the following sentences. Gerund phrases and a few elliptical sentences are included in the list.

1. Throwing down his gun to escape, the elephant seized the hunter in his trunk.
2. If cold an overcoat should be worn.
3. The coach rebuked the runner, angered by this conduct.
4. The interview was brought to an end by saying we might come again.
5. Threading the needle carefully, the button was made fast to the shirt.
6. This picture will be poor, caused by under-exposure.
7. The book was improved by revising the section on cosmic rays.
8. The windows are stuck fast, caused by damp weather.
9. In ordering your new stock the merits of our goods should be considered.
10. Having come in late, the first act was over.
11. Sparks were sent whirling through the air by striking the redhot iron with the hammer.
12. Don found the calf a nuisance, having chewed the bridle reins and saddle strings.
13. By daubing the edges with putty the pane is fastened to the window frame.
14. The last bell rang while buttoning my coat.
15. Taking loud breaths between notes the song was at last completed.
16. Leonard's toe is well, caused by the use of this lotion.
17. By increasing the use of automobiles the number of railroad passengers is reduced.
18. Archie came face to face with the preacher slipping off with his fishing-pole on Sunday.
19. Rip Van Winkle's feet took him swiftly away when being berated by his wife.
20. You won't catch cold by being careful.

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C. Ambiguities and Mislocations

In each of the following sentences the position of a word, phrase, or clause makes the meaning uncertain. Correct the fault.

1. On arriving to my surprise I found a large company assembled.
2. There is one subject that I never intend to take.
3. The millionaire said when he was young he wanted to drive a dray.
4. You are only allowed to carry fifteen hours a week.
5. The hippopotamus we had shot slowly sank beneath the water.
6. Hard work fully half of the time is all that is needed.
7. Thackeray says that the man who has become bankrupt at every chance tells you that rich folks are interested in his schemes.
8. These almost cost twice as much as those.
9. Julia decided in various ways it was better not to join.
10. It was the biggest muskrat I nearly ever caught.
11. Ralph almost ate half a watermelon.
12. You are only permitted to go as far as the vestibule.
13. Sound investments in slack times may yield scant returns.
14. Philip has nearly cut his finger to the bone.
15. As advertised yesterday was the opening day of the sale.
16. These shoes are badly worn. I intend to make them last me till the rainy weather is over, nevertheless.
17. The boy who had snickered with a red face rose to apologize.
18. We don't ever expect to see Collins again.
19. We boys were at the back of the room. Through all that distance we for several moments afterwards could catch the vibration of the tuning-fork, however.
20. As we watched on the opposite slope the creature made its appearance.

D. Coherence in General

Secure a clear, smooth, natural order for the following sentences.

1. The archer hit in most instances the bull's-eye.
2. You can catch a horse which is running away with a lasso.

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3. Take care to not overheat the room.
4. The evidence confirmed nine times in ten his surmise.
5. An ostrich if one ever hid its head in the sand was never seen doing so.
6. The door would without being pushed to close.
7. Our customers buy magazines rather than books in most cases.
8. The swimmer stayed under the water fifty seconds after diving from the springboard.
9. The garbage man hauls off the garbage which has accumulated during the week on Thursday.
10. The oil if the engine is to be kept running smoothly should be changed every thousand miles.
11. The chambermaid slammed, for she was very angry, the door.
12. The man went to work while the flakes still fell with a shovel.
13. This family has in the bleakest part of a winter which has been severe lived in an unheated house.
14. The elevator starts to the floor you wish as soon as you close the door and press the button.
15. Eunice when Pierre dropped crumbs on the floor brought the dustpan.
16. Malcolm learned to skilfully play the bagpipe.
17. I have never cared for plays written in verse for several reasons.
18. When the Fourth of July came we kept right on harvesting, since the wheat was very ripe.
19. Cricket if one is used to our American baseball seems a slow game.
20. Columbus sailed from Palos on August 3, 1492. He had waited about the court for years. One of his caravels lost her rudder three days after he began his voyage.

PARALLEL STRUCTURE

When the structure of a sentence is simple and uniform, the important words strike the eye at once. Compare the following:

Parallel: Beggars must not be choosers.

Confusing: Beggars must not be the ones who choose.

A reader gives attention partly to the structure of a sentence, and partly to the thought. The less we puzzle him with our structure, the more we shall impress him with our thought.

Parallel: Seeing is believing [Attention goes to the *thought*.]

Confusing: Seeing is to believe. [Attention is diverted to *structure*.]

The reader's expectation is that uniform structure shall accompany uniform ideas, and that a departure from uniformity shall indicate a change of thought.

Parallel Structure for Parallel Thoughts

0. Give parallel structure to those parts of a sentence which are parallel in thought. Do not needlessly interchange an infinitive with a gerund, a phrase with a clause, a single word with a phrase or clause, a main clause with a dependent clause, one voice or mode of the verb with another, etc.

Faulty: Riding is sometimes better exercise than to walk.

Right: Riding is sometimes better exercise than walking. [Or] To ride is sometimes better exercise than to walk.

Faulty: He had two desires, of which the first was for money; in the second place, he wanted fame.

Right: He had two desires, of which the first was for money and the second for fame. [Or] He had two desires: in the first place, he wanted money; in the second, fame

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Faulty His rival handled cigars of better quality and having a higher selling price.

Right: His rival handled cigars of better quality and higher price.

Faulty: When you have mastered the operation of shifting gears and after a little practice you will be a good driver.

Right: When you have mastered the operation of shifting gears and had a little practice you will be a good driver. [Or] After you master the gears and have a little practice, you will be a good driver.

Faulty: These are the duties of the president of a literary society:

- (a) To preside at regular meetings,
- (b) He calls special meetings,
- (c) Appointment of committees.

Right: These are the duties of the president of a literary society:

- (a) To preside at regular meetings,
- (b) To call special meetings,
- (c) To appoint committees.

Faulty: She was actively connected with the club, church, and with several organized charities. [Here parallelism is obscured by the omission from the second phrase of both the preposition and the article.]

Right: She was actively connected with the club, with the church, and with several organized charities.

Faulty: He was red-faced, awkward, and had a disposition to eat everything on the table. [The third element is like the others in thought, and should have similar form.]

Right: He had a red face, an awkward manner, and a disposition to eat everything on the table. [Or] He was red-faced, awkward, and voracious.

Note.—Avoid misleading parallelism. For ideas *different* in kind, do *not* use parallel structure.

Wrong: He was hot, puffing, and evidently had run very hard. [The third element is unlike the others in thought; hence the *and* is misleading.]

Right: He was hot and puffing; evidently he had run very hard.

CLEARNESS: PARALLEL STRUCTURE

Confusing: He was admired for his knowledge of science, and for his taste for art, and for this I too honor him. [The last *for* gives a false parallelism to unlike thoughts.]

Better: He was admired for his scientific knowledge and for his artistic taste. I honor him for both these qualities.

Exercise

1. The man with a fur cap is a Russian. The man who wears a turban is an Arab.
2. The house was built of red brick and having white stone trimmings.
3. The operatic hero stalked out in a costume which was representative of a bandit and sang in a rich baritone.
4. A person who merely limps can get along with a cane. Crutches are required if the person has to keep one foot off the ground entirely.
5. From Hangchow we took a trip in a sedan chair through rice fields, bamboo groves, and beside ponds filled with lotus blossoms.

Correlatives

Conjunctions that are used in pairs are called correlatives; for example, *not only . . . but also . . .*, *both . . . and . . .*, *either . . . or . . .*, *neither . . . nor . . .*, *not . . . or . . .*, *whether . . . or . . .*

1. Correlatives should be followed by elements parallel in form; if a predicate follows one, a predicate should follow the other; if a prepositional phrase follows one, a prepositional phrase should follow the other; and so on.

Faulty: He was not only courteous to rich customers but also to poor ones. [Here the phrases intended to be balanced against each other are *to rich customers* and *to poor ones*. As the sentence stands, it is the word *courteous* that is balanced against *to poor ones*.]

Right: He was courteous not only to rich customers but also to poor ones.

CLEARNESS: PARALLEL STRUCTURE

Faulty: She could neither make up her mind to go nor could she decide to stay.

Right: She could neither make up her mind to go nor decide to stay.
[Or] She could not make up her mind either to go or to stay.

Faulty: I talked both with Brown and Miller. [Here one conjunction is followed by a preposition and the other by a noun.]

Right: I talked with both Brown and Miller. [Or] I talked both with Brown and with Miller.

Exercise

1. No, I could neither have left it in the furnace room nor at the shops.
2. He not only has trouble with Latin but also with civics.
3. The employees have not yet decided whether they should accept the cut in wages or to go on a strike.
4. The gas not only gives off an odor but after 9 A. M. its flow is diminished.
5. You can either turn on the phonograph or else you can have the radio going.

CLEARNESS OF THOUGHT: CONSISTENCY

CONSISTENCY

Shift in Subject or Voice

2. Do not needlessly shift the subject, voice, or mode in the middle of a sentence. Keep one point of view until there is a reason for changing.

Faulty: Mark Twain was born in the West, but the East was his home in later years. [The change of subject is uncalled for.]

Right: Mark Twain was born in the West, but lived in the East in his later years. [Or] The West was the birthplace of Mark Twain, and the East was his home in his later years.

Faulty: A careful driver can go fifteen miles on a gallon of gasoline, and at the same time very little lubricating oil is used. [The shift from active to passive voice is awkward and confusing.]

Right: A careful driver can go fifteen miles on a gallon of gasoline, and at the same time use very little lubricating oil.

Faulty: When a problem in chemistry is given, or when we wish to calculate certain formulas, we find that a knowledge of mathematics is indispensable.

Right: When a problem in chemistry is given, or when certain formulas are to be calculated, a knowledge of mathematics is indispensable. [Or] When we face a problem in chemistry, or wish to calculate certain formulas, we find that a knowledge of mathematics is indispensable.

Faulty: Next the ground should be harrowed. Then you sow the wheat. [The subject changes from *ground* to *you*. One verb explains what *should* be done, the other what somebody *does*.]

Right: Next the ground is [or *should be*] harrowed. Then it is [or *should be*] sown to wheat. [Or] Next you should harrow the ground. Then you should sow the wheat.

Exercise

1. It is well enough for a little rice to be tossed, but hurling old shoes may be dangerous.
2. The article looks like a match box, but a pocket camera is what it really is.

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3. Hughie threw stones and sticks at the apple until finally it was knocked from the tree.
4. Rabbits do not often drink from pools. Sipping moisture from vegetation after dews or rains is preferred by them.
5. When we turned on the searchlight and the dark sky was probed with its shaft the airship was soon perceived.

Shift in Number, Person, or Tense

33. Do not needlessly change number, person, or tense.

Faulty change in number: One should save their money.

Right: People should save their money. [Or] A man should save his money.

Faulty change in person: Place the seeds in water, and in a few days a person can see that they have started to grow.

Right: Place the seeds in water, and in a few days you will see that they have started to grow.

Faulty change in number: Take your umbrella with you. They will be needed today.

Right: Take your umbrella with you. You will need it today.

Faulty change in tense: Freedom means that a man may conduct his affairs as he pleases so long as he did not injure anybody else.

Right: Freedom means that a man may conduct his affairs as he pleases so long as he does not injure anybody else.

Faulty change in tense: When he heard the news, he hurries down town and buys a paper.

Right: When he heard the news, he hurried down town and bought a paper.

Note.—A change of tense within a sentence is desirable and necessary in certain instances, for which see 53.

Sometimes, for the sake of vividness, past events are described in the present tense, as if they were taking place before our eyes. This usage is called the *historical present*. A shift to the historical present should not be made ab-

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ruptly, or frequently, or for any subject except an important crisis.

Exercise

1. Be sure to take a passport. They are often called for in travel.
2. When Crawford saw that hideous pumpkin head at the window he makes for the door.
3. When people learn that one has lung trouble they are afraid to be around you.
4. An orchardist has to burn smudges to keep their oranges from freezing.
5. These crates have to be made of such size and shape that it holds exactly thirty-two boxes.

Mixed Constructions

4. Do not make a compromise between two constructions.

Faulty: They are as following:

Right: They are as follows: [Or] They are the following:

Faulty: He tried, but of no avail.

Right: He tried, but to no avail. [Or] He tried, but his effort was of no avail.

Faulty: There is no honor to be on this committee.

Right: It is no honor to be on this committee. [Or] There is no honor in being on this committee.

Faulty: Sparks from the chimney caught the house on fire.

Right: Sparks from the chimney set the house on fire. [Or] The house caught fire from the sparks from the chimney.

Faulty: I cannot help but go.

Right: I cannot help going. [Or] I cannot but go. [Or] I can but go.

Exercise

1. There is on an average of one death a week.
2. The wanderer could see nothing only the vague outlines of a building.
3. I tell Trask he can take what potatoes that he needs.

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4. The beauty of "Kubla Khan" lies more in the diction and rhythm rather than in the thought.
5. It was due to crop failures that led Morris to take up teaming and house-moving.

The Double Negative

35. Do not use the double negative and similar expressions (*not hardly, not scarcely, etc.*). These are gross forms of mixed construction (see 34).

Wrong: He isn't no better now than he was then. [Logically, *not no better* means *better*. The two negatives cancel each other and leave an affirmative.]

Right: He isn't any better now than he was then. [Or] He is no better now than he was then.

Wrong: She couldn't see her friend nowhere.

Right: She couldn't see her friend anywhere. [Or] She could see her friend nowhere.

Wrong: We couldn't hardly see through the mist.

Right: We could hardly see through the mist. [Or] We couldn't see well through the mist.

Exercise

1. We can't hear nothing.
2. Dad won't agree to that on no terms.
3. The captive would not touch only the simplest food.
4. Doctor, she was so weak she couldn't hardly stand up.
5. All day I hadn't seen no rabbits hardly.

CLEARNESS OF THOUGHT: CONNECTIVES

USE OF CONNECTIVES

The Exact Connective

- 36.** Use a connective which expresses the exact relation between two clauses. Distinguish between time and cause, concession and condition, etc. Do not use *like* or *without* as a conjunction. Do not overwork *and*, *but*, *so*, or *while*.

Faulty: He works hard *like* his father did. [Use *as*.]

Faulty: They will be sorry *without* they do this. [Use *unless*.]

Misleading: *While* he is sick, he is able to walk. [Use *though*.]

Misleading: Miss Brown sang, *while* her sister spoke a piece. [Use *but*.]

Faulty: Work hard *when* you want to succeed. [Use *if*.]

Faulty: Little poetry is read, *only* when it is compulsory. [Use *except*.]

Faulty: The early morning and evening are the best times to find ducks, *and* we do not see many flying. [Use *and for that reason*.]

Faulty: Corbin says: "In America sportsmanship is almost a passion," *and* in England "the player very seldom forgets that he is a man first and an athlete afterward." [Use *whereas*.]

Note.—*So* is an elastic word that covers a multitude of vague meanings. Language has need of such a word, and in many instances (especially when the relation between clauses is obvious and does not need to be pointed out) *so* serves well enough. Use it, but not as a substitute for more exact connectives. Beware of falling into the "*so* habit."

Abuse of *so* as a vague coordinating connective: So I went to call on Mrs. Woods, and so she told me about Mrs. White's new gown; so then I missed the car, and so of course our supper is late. [Strike out every *so*.]

Allowable on the colloquial level: I was excited, so I missed the target.

CLEARNESS OF THOUGHT: CONNECTIVES

In expressing reason or result do not always begin with a main clause and follow it with a trailing *so* clause. It is better to strike out *so* and subordinate the first clause, thus:

Right: In my excitement I missed the target.

Right: Because I was excited I missed the target.

Right: Being excited, I missed the target.

In expressing degree or manner prefer the form *so . . . that*:

Right: I was so excited that I missed the target.

List of Connectives

To secure clearness and ease a writer needs a ready stock of connectives. The following are useful in linking paragraphs, sentences, or parts of sentences.

1. **Addition:** and, besides, finally, furthermore, in the second place, more than that, again, in addition, in like manner, likewise, moreover, next, now, then too.
2. **Contrast:** but, yet, however, in spite of, in contrast to, nevertheless, notwithstanding, nor, on the contrary, for all that, rather, still, whereas.
3. **Comparison:** equally important, much more interesting, of even greater appeal, quite as evident, just as surely.
4. **Alternative:** or, nor, else, otherwise, neither, nor, or on the other hand.
5. **Explanation:** for example, for instance, in particular, more specifically, for.
6. **Repetition or Emphasis:** in other words, that is to say, and assuredly, certainly, in fact, in truth, in particular, indeed it is certain, undoubtedly, for example, in the same way, as I have said, more specifically.

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7. **Time:** at last, at present, now, finally, immediately, meanwhile, next, once, on one occasion, since then, then. *Subordinating: after, before, when, whenever, while, whereupon.*
8. **Place:** above, below, between, beyond, farther, here and there, in the foreground, nearer, to the right, northward, underneath, yonder. *Subordinating: where, wherever.*
9. **Manner:** with, by, in spite of. *Subordinating: as, as if, as though.*
10. **Concession:** of course, perhaps, to be sure. *Subordinating: although, though, even if, while, albeit.*
11. **Condition:** *Subordinating: if, unless, whereas.*
12. **Cause or Reason:** for this reason, on that account. *Subordinating: because, since.*
13. **Purpose or Result:** and so, as a result, accordingly, consequently, for this purpose, hence, in this way, the consequence is, therefore, thus, under these conditions. *Subordinating: in order that, lest, so that, that.*

Exercise

1. Without I have yeast I can't bake bread.
2. The wheels squeaked like they hadn't been greased.
3. Migrating ducks seldom come down to rest, only when they are sure no hunters are in ambush.
4. The Rev. Mr. Hansford gave the invocation while the Rev. Mr. Sterling pronounced the benediction.
5. It had been a cold night, and so icicles formed on the eaves, and then the sun came out so that they began to melt, and so one fell on Roy when he passed under it.

Repetition of Connective with a Gain in Clearness

7. Connectives that accompany a parallel series should be repeated when clearness requires.

Preposition to be repeated: He was regarded as a hero by all who had known him at school, and especially his old school mates.

Right: He was regarded as a hero *by* all who had known him at school, and especially *by* his old school mates.

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Sign of the infinitive to be repeated: He wishes to join with those who love freedom and justice, and end needless suffering.

Right: He wishes *to* join with those who love freedom and justice, and *to* end needless suffering.

Conjunction to be repeated: Since he was known to have succeeded in earlier enterprises, though confronted by difficulties that would have taxed the ability of older men, and his powers were now acknowledged to be mature, he was put in charge of the undertaking.

Right: *Since* he was known to have succeeded in earlier enterprises, though confronted by difficulties that would have taxed the ability of older men, and *since* his powers were now acknowledged to be mature, he was put in charge of the undertaking.

Conjunction to be repeated: He explained that the strikers asked only a fair hearing, since their contentions were misunderstood; were by no means in favor of the violent measures to which the public had grown accustomed; and had no desire to resort to bloodshed and the destruction of property.

Right: He explained *that* the strikers asked only a fair hearing, since their contentions were misunderstood; *that* they were by no means in favor of the violent measures to which the public had grown accustomed; and *that* they had no desire to resort to bloodshed and the destruction of property.

Exercise

1. You can put a collar on a dog but hardly a cat.
2. He likes to visit shops which repair cars and study the various makes of gas engines.
3. He says that he scattered the bills on the lawns, as the people in the neighborhood complain, but did not injure the grass.
4. If a brass band is along, since music always draws a crowd, and you choose an afternoon hour, thousands of people will see the parade.
5. The birds stand open-billed and panting in any spot where they can find shelter from the rays of the sun, even the shade of the fence posts.

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**Repetition of Connective
with a Loss in Clearness**

38. Do not complicate thought by persistent repetition of elements beginning with *that*, *which*, *of*, *for*, or *but*, and NOT parallel in structure.

Complicated repetition of *that*: He gave a quarter to the boy that brought the paper that printed the news that the war was ended. [*That*, *which*, and *who* are often used carelessly to form a chain of subordinate clauses. Three successive subordinations are all that a reader can possibly keep straight; ordinarily a writer should not exceed two. But in parallel structure (see 30 and 37) the number of *that*, *which*, or *who* clauses does not matter; a writer may fill a page with them and not confuse the reader at all.]

Right: He gave the boy a quarter for bringing him the paper with the news that the war was ended.

Complicated repetition of *of*: The East Side Civics Club is an organization of helpers of the helpless of the lower classes of the city.

Right: The East Side Civics Club is organized to help the helpless poor of the city.

Complicated repetition of *for*: The general was dismayed, for he had not expected resistance, for he had thought the power of the enemy was shattered.

Right: The general was dismayed; he had not expected resistance, for he had thought the power of the enemy was shattered.

Complicated repetition of *but*: He was undoubtedly a brave man, but now he was somewhat alarmed, but he would not turn back.

Right: He was undoubtedly a brave man; though now somewhat alarmed, he would not turn back. [Or] He was undoubtedly a brave man. He was now somewhat alarmed, but he would not turn back.

Note.—Guard against the *but* habit. Many good writers make it a rule never to begin two successive sentences or clauses with *but*. In extended comparisons it is easy to confuse the reader or weaken effects by using *but* as a pivot for constantly alternating thought. Sometimes the

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remedy is merely to drop *but* where it is not needed. Other methods of correction (with which this may be combined) are as follows: (1) Compare the two things as wholes; that is, say all you have to say about one before turning to the other. (2) Compare the two things item by item, using parallel structure. (3) Compare the two things item by item, using grammatical subordination. (4) Focus attention upon one of the two things compared.

Ineffective long comparison: Both teams are strong, but they are so different it is hard to compare them, but I shall try. The better men can be put on the mound by the Bulldogs, but the Wildcats are superior behind home plate. On the other hand, the Bulldog outfield is more reliable, but the Wildcats are not without an advantage to match, but have a snappier infield. However, the Bulldogs are more dangerous at bat, but on base it is the Wildcats whose skill is an unceasing menace. Nobody can say which team is the better, but there is less unsteadiness in the playing of the Bulldogs, but the Wildcats make up for this because they play smarter ball than the Bulldogs ever dreamed of.

Remedy 1—comparison of wholes: To compare two good but dissimilar teams is my difficult task. The Bulldogs have the more effective pitchers, a more reliable outfield, the more dangerous batters. They also play steadier ball. But the Wildcats have better catchers, a snappier infield, the more skilful base-runners. Moreover they play smarter ball. Nobody can say which team is the better. [The use of *but* at the beginning of sentence 4 is optional. Even without *but* the contrast is clear.]

Remedy 2—item by item comparison, with parallel structure: I shall attempt a comparison of the two teams, a task rendered difficult by the difference between them. The Bulldogs are superior on the mound, but the Wildcats behind home plate. The Bulldogs have a more reliable outfield, but the Wildcats a snappier infield. The Bulldogs are more dangerous at bat, but the Wildcats on base. The Bulldogs play steadier ball, but the Wildcats smarter ball. Nobody can say which team is the better. [Note that parallel structure gets rid

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of many of the *buts*. Oftentimes it might even get rid of all of them. Every *but* in this example could be omitted without causing confusion.]

Remedy 3—item by item comparison, with grammatical subordination: The two teams are so unlike that a comparison is difficult, but I shall attempt it. If the Bulldogs have the advantage on the mound, the Wildcats are superior behind home plate. If the Bulldogs possess a more reliable outfield, the Wildcats have a snappier infield. If the Bulldogs comprise a greater menace at bat, the Wildcats exhibit more skill on the bases. If the Bulldogs play steadier ball, the Wildcats play smarter ball. Both teams are good. Nobody can say which is the better.

Remedy 4—attention focused upon one of the things compared: The Bulldogs are unlike the Wildcats, but whether the stronger or weaker of the two teams it is difficult to say. Superior on the mound, they are inferior behind home plate. More reliable in the outfield, they have a less snappy infield. More dangerous at bat, they possess less skill on the bases. Playing steadier ball, they do not compare with the Wildcats for smartness.

Exercise

1. Now who is the one who can tell me who was the Spaniard who conquered Peru?
2. Thus there is a means of escape all the time, but the wild turkey doesn't remember the hole in the floor, but keeps looking up because he is scared.
3. In a pawnshop we found the watch that was stolen by the thief that was arrested by a man that had just joined the police force.
4. Rawlins set out for home, for he wished to see his parents, for he had been away for many years.
5. The wagon had one wheel which lacked a tire, which had come off the summer before, which had been unusually hot.

39. EXERCISE IN CLEARNESS OF THOUGHT

A. Parallel Structure

Give parallel structure to elements which are parallel in thought.

1. Let's either go skating or we'll take a spin in the car.
2. Hoffman is a man of great height and possessing unusual breadth of shoulders.
3. An eight-cylinder car has a quicker pick-up than a car which has four cylinders.
4. The rug is old, dusty, and has a hole in one corner.
5. Jock is neither just a boy nor is he quite a man yet.
6. This turn of affairs not only delighted the chairman, but he saw that the audience was pleased.
7. The first turnstile is for use by the holders of reserved seat tickets.
People whose seats are not reserved use the second turnstile.
8. I can neither give you the chapter nor the page.
9. Buying property is easier than to sell it.
10. Here is the list of your duties:
 - (a) Care of the lawn
 - (b) To wash the car
 - (c) You must keep the house heated
11. Mayme inquired both of Audrey and Jean.
12. The room both contains an old-fashioned fireplace and it is heated with steam heat.
13. Olaf is not only slow of words but of wit.
14. Mechanical inventions have not only thrown workers out of jobs, but they will continue to do so.
15. This fruit is fresh, unbruised, and shows that it has been carefully picked.
16. This vase is older, its daintiness is greater, and it has more value.
17. The picture on the table is my mother's. My father's picture is the one which hangs by the bookcase.
18. I have both turned on the switch and the individual light.
19. The defeated team played almost as well as the team which won the victory.

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20. He left two bequests, of which one was for his widow; his niece received the other.
21. In swimming it is both necessary to strike out with the hands and with the feet.
22. The merchant considers whether he should hold the calicoes at regular prices or to include them in his month-end bargains.
23. Wanda had a poodle which strained against the leash and smiled when gentlemen bowed.
24. The answer to this problem not only baffled Ted, but he found that his classmates could not get it.
25. The ordinance sets apart money for three purposes:
 - (a) To plant young trees in the park
 - (b) Improvement of the lighting system
 - (c) A new reservoir must be constructed

B. Shift in Subject or Voice

Rewrite the following sentences, avoiding unnecessary shift in construction.

1. We must reach the river, but there is a thick canebrake we have to cross first.
2. When the artist had set up his easel and his paints were ready his brush could not be found.
3. Pedro won the red ribbon, but the blue ribbon was won by Juan.
4. The commissioner explained that the street was unshaded, and the planting of trees was ordered by him.
5. The first half of the book was interesting, but dulness marked the second half.
6. Lew kept trying and trying until at last the sleight-of-hand trick was performed.
7. Next the envelope is inserted. Then you type the address.
8. By cutting prices Phelps does a large business, but the ill will of his competitors is aroused.
9. The morning was bright, but rain fell in the afternoon.
10. If the clothes are well soaped and you rub them vigorously they will come out clean.

CLEARNESS OF THOUGHT

11. The children looked up and a swallow was seen flying about the school room.
12. Contract bridge suits the inveterate player, but what ordinary players like best is auction bridge.
13. Sometimes Davie heeded and the water was not played in that day.
14. Leona used a carpet sweeper, but a vacuum cleaner was wielded by Constance.
15. The whole crew is interested in the catch, and the profits of the trip are shared in by all.
16. First, the water is made soapy. Then you blow the bubbles.
17. One end of the handle holds blades. A corkscrew and a file are in the other end.
18. Your purpose is not merely to win the prize. It should also be deserved.
19. The weathervane had pointed north for three days. Now every changing gust caused it to wobble and veer.
20. By starting early you will arrive in ample time, and travel in the heat of the day will be avoided.

C. Shift in Person, Number, or Tense

Rewrite the following sentences, removing all inconsistency in grammatical form.

1. When an oil well catches afire they are hard to put out.
2. If a person takes roomers they have to be careful.
3. A dog likes his master, and he never thinks you can do anything wrong.
4. When the strange boy called Joey names, Joey hauls off and hits him.
5. If you keep a flower in a pot they have to be watered frequently.
6. The postal savings department takes your finger-prints. In that way they can identify the owner of a certificate.
7. A person should keep their clothes well brushed.
8. The team was scored on in four different innings and does all its own scoring in the seventh.

CLEARNESS OF THOUGHT

9. When I caught sight of that truant officer, my heart sinks down in my boots.
10. I want loyal associates. They must forget themselves and be willing to make sacrifices in your behalf.
11. Use thin carbon sheets and thin paper, and a person can make twelve copies at once.
12. One takes more steps in the course of a day than they think they do.
13. The crews must be given fire drills at intervals or it will not know what to do in an emergency.
14. If a person thinks they will lose, you may as well count yourself defeated already.
15. In preparing to make crazy quilts mother always told everybody to save their scraps of cloth for it.

D. The Mixed Construction and the Double Negative

Some of the following sentences show a compromise between two constructions. Some employ a double negative. Make all the sentences consistent and logical.

1. Surely you don't think I would do such a thing like that.
2. You shan't play such tricks on us no more.
3. He can't make up his mind whether he should go or to stay.
4. Masfield wrote four great tales in verse to which his reputation is largely responsible.
5. Diehl's horse wasn't in sight nowhere.
6. I can't help from asking.
7. Miriam isn't no older than Winifred.
8. He says he won't explain to nobody.
9. He was vexed by the delay made him speak so impatiently.
10. He accepted the position as a foreman of a street gang.
11. The purpose of the tank is in order to regulate the pressure.
12. No, sir, in passing a graveyard I don't never see no ghosts.
13. Andy was both indignant as well as surprised.
14. He has not the military manner, such as we find it in French officers.
15. I won't never ask you again.

CLEARNESS OF THOUGHT

16. The horse couldn't win the race only by a nose.
17. My mother sent us all out of the room on some pretext or another.
18. There's a boy that I used to know and went to school with him.
19. I couldn't help but laugh a little.
20. The conspirator had a secret which he wanted to impart it to some one.
21. Such officials with whom I have talked tell me the notice means nothing.
22. There isn't any water scarcely in these stream beds in summer.
23. I don't remember nothing about it.
24. It was the game between the Athletics versus the Cardinals.
25. The window is so dirty I can't scarcely see through it.

E. The Exact Connective

Each of the following sentences contains an idea which is, or may be, subordinate to another idea. (1) Decide what kind of subordinate relation should exist between the ideas. (2) Determine what connective best expresses this relation. (Consult 36 for a list of connectives.) (3) Write the sentence as it should be.

1. While delayed, Foley is sure to come.
2. I can't ride without I have a saddle.
3. I can remember faces and I rarely remember names.
4. The horse made for the water like it was dying of thirst.
5. The story was exciting; so Keith began to read it in earnest, and by and by he was absorbed in it so that he did not look up at all, and so we slipped out and left him.
6. It looks like it's her purse.
7. It seems like the rain will never end.
8. Lennox knocked a home run, while Caswell struck out on four pitched balls.
9. It was a time that a person could not trust his next-door neighbor.
10. These carrots have been cooked and we may as well eat them.
11. While awake, Len did not answer.

CLEARNESS OF THOUGHT

12. Few eyes closed that night, only when the tempest lulled for brief intervals.
13. That fellow acts like he is trying to hide something.
14. Without you scale that cliff you will never climb the mountain.
15. The house had not been occupied for some time, and so all the rooms were dusty; so Bridget took a broom and swept them.

F. Repetition of Connectives

In the following sentences determine whether repetition is desirable or undesirable, and change the sentences accordingly.

1. Griggsby, being in bed, but not being very sick, but thinking it best not to rise, did not answer the telephone.
2. He looked round for anything which would enable him to put out the fire and in particular a bucket.
3. It was Doris who told me who the person was who called.
4. Your estimate of the cost of twelve bottles of the spirits of ammonia is too high.
5. It was cold on Thursday, but the thermometer was not lower than on Wednesday, but higher.
6. Let's make for those wigwams that rise in the valley and especially the chief's tent.
7. Nicholson spoke for an hour, for the audience was interested, for the topic was a live one.
8. It was the tree which could be seen from the spot which was marked on the pirates' map which Herbert had found.
9. Helen has another engagement, but she will come anyhow, but not until late.
10. Let's start at once for the summit, for the climb is not too hard for me, for often I walk for hours.
11. There are bees in the trees if not hives.
12. It is true that when they told Vera they had no sugar when she went over to borrow some, when she well knew they had a whole barrel, she became very angry.
13. The fruit is sure to be ripe by late summer and fall from the trees.

CLEARNESS OF THOUGHT

14. Why, that's the room that was taken by the man that registered the day that the clerk that is usually at the desk was out.
15. It seems that the material is shoddy, as we feared it might be, and the workmanship is poor.
16. The doctor's explanation of the cause of the outbreak of the epidemic of infantile paralysis was not very clear.
17. If the frozen ground thaws, as it does about this time of year, and the rains are heavy, every stream will be changed into a flood.
18. Burton has a four-poster bed which belonged with the furniture which went with a house which Burton bought, contents and all.
19. We greet you, not as an inventor who has made life easier for thousands, but a man we have known and loved.
20. Let us resolve that we shall hear him, as is proper; we shall consider his suggestions, as is reasonable; and that we shall remember our own needs, as is right.

G. Extended Comparisons and Contrasts

Rewrite each of the following passages in the four ways explained in 38, Note.

1. A generation ago people enjoyed few diversions, but now we have them in shoals. On the other hand, our forefathers made the fullest use of their Fourth of July and even their camp meetings, but we can't attend half our movies and beach trips and bridge parties, but beg off whenever we can. However, our forefathers must have been bored by the monotony of their lives, though our countless means of amusement do not content us either, but we are always looking for some new excitement.
2. Most students who go to college attend an institution in their own section, but some Western students go east, but few Easterners go west. However, I would have no student in a familiar environment for his whole college life, but would have all of them seek different surroundings for at least a part of the time. You may say they should make friends where they will live, but few grad-

CLEARNESS OF THOUGHT

uates see much of their old schoolmates afterward; but even if they did they would not gain much by it, but would benefit more from having acquired a broad, continental outlook.

3. You might say that Sunday is a better day than Monday for publicity through the newspapers, but you would be wrong. More people see the Sunday announcement of course, but it is only one of many special features on that day, but on Monday there is a dearth of material and an important item is not buried by others, but has the paper to itself. A Sunday news-story is read but instantly forgotten, but an article on Monday is not promptly dismissed from the mind, but discussed and re-discussed by everybody.

EMPHASIS

Emphasis by Position

- 40.** Reserve the emphatic positions in a sentence for important words or ideas. (The emphatic positions are the beginning and the end—especially the end.)

Weak ending: Then like a flash a vivid memory of my uncle's death came to me.

Weak: I demand the release of the prisoners, in the first place.

Weak: This principle is one we cannot afford to accept, if my understanding of the question is correct.

Place the important idea at the end. Secure, if possible, an emphatic beginning. "Tuck in" unimportant modifiers.

Emphatic: Like a flash came to me a vivid memory of my uncle's death.

Emphatic: I demand, in the first place, the release of the prisoners.

Emphatic: This principle, if my understanding of the question is correct, is one we cannot afford to accept.

Exercise

1. We found the lost will in a manila envelope.
2. Sylvia had been eating onions, to our dismay.
3. In that case refrain from touching the food.
4. We'd catch a million flies if we had some fly-paper.
5. Seth ate all the candy, taking one piece slowly after another and resolving that each would be the last.

EMPHASIS BY SEPARATION

Emphasis by Separation

41. An idea which needs much emphasis should be detached and allowed to stand in a sentence by itself. (See 10.)

Faulty: The flames were by this time beyond control, and the walls collapsed, and several firemen were hurt. [The ideas here are too important to be run together in one sentence.]

Right: By this time the flames were beyond control, and the walls collapsed. Several firemen were hurt.

A quotation gains emphasis when it is separated from what follows.

Weak: "The best laid schemes o' mice an' men
Gang aft a-gley,"

are some lines from Burns which McDonald was always quoting.

Emphatic: "The best laid schemes o' mice an' men
Gang aft a-gley."

McDonald was always quoting these lines from Burns.

Direct discourse is more emphatic when it is separated from explanatory phrases, particularly from those which follow.

Weak: Mosher leaped to the stage and shouted defiantly, "I will never agree to that!" and he looked as if he meant what he said.

Right: Mosher leaped to the stage and shouted his defiance. "I will never agree to that!" He looked as if he meant what he said.

Exercise

1. The night was the coldest we had ever had in this region, and all our waterpipes burst.
2. "Down with the government!" was a cry which rang through the streets.
3. It was a strange report, and you will say so too when you hear it.
4. As you journey the wild animals see you, which is the reason you so seldom see them.

EMPHASIS BY SUBORDINATION

5. Both the Whigs and the Tories had made up their minds it would be politic to applaud *Cato*, and the play was therefore a thumping success.

Emphasis by Subordination

- 42.** Do not place the important idea of a sentence in a subordinate clause or phrase. Make the important idea grammatically independent. If possible, subordinate the rest of the sentence to it. (See 16.)

Faulty: He had a manner which made me angry.

Faulty: The fire spread to the third story, when the house was doomed.

Faulty: For years the Indians molested the white people, thereby causing the settlers to want revenge.

The important idea should not be placed in a *which* clause, or a *when* clause, or a participial phrase.

Right: His manner made me angry.

Right: When the fire spread to the third story the house was doomed.

Right: Years of molestation by the Indians made the white men want revenge.

Exercise

1. Taylor had a fall which broke his leg.
2. It was a long time ago when there was a prince who had a magic ring.
3. A dog barked, when the approach of the Indians was discovered.
4. Watches were not unknown in those days, though most persons told time by the sun.
5. People lived narrow lives and thought little for themselves, thus making them ready believers in witchcraft.

The Periodic Sentence

A sentence is periodic when the completion of the main thought is delayed until the end. This delay creates a

EMPHASIS BY PERIODIC STRUCTURE

feeling of suspense. A periodic sentence is doubly emphatic: it has emphasis by position because the important idea comes at the end; it has emphasis by subordination because all ideas except the last one are grammatically dependent.

3. To give emphasis to a loosely constructed sentence, turn it into periodic form.

Loose: I saw two men fight a duel, many years ago, on a moonlit summer night, in a little village in northern France. [What is most important, the time? the place? or the actual duel? Place the important idea last.]

Periodic: Many years ago on a moonlit summer night in a little village in northern France I saw two men fight a duel.

Loose: We left Yellowstone Gateway for the ride of our lives in a six-horse tally-ho. [Place the important idea last, *and make all other ideas grammatically subordinate.*]

Periodic: Leaving Yellowstone Gateway in a six-horse tally-ho, we had the ride of our lives.

Loose: The river was swollen with incessant rain, and it swept away the dam. [Which is the important idea? Why not make it appear more important by subordinating everything to it?]

Periodic: The river, swollen with incessant rain, swept away the dam.

Loose: War means to have our pursuit of knowledge and happiness rudely broken off, to feel the sting of death and bereavement, to saddle future generations with a burden of debt and national hatred.

Periodic: To have our pursuit of knowledge and happiness rudely broken off, to feel the sting of death and bereavement, to saddle future generations with a burden of debt and national hatred—this is war.

Exercise

1. "Fire!" shouted the captain when the enemy were close enough for us to see the whites of their eyes.
2. The flood swept over the fields, over the fences, over the very houses.
3. It requires true courage to abide by your own convictions when everybody around is shouting for some other course.

EMPHASIS BY BALANCED STRUCTURE

4. You will break the glass if you are so heedless as to plunge it into hot water suddenly.
5. You shouldn't attempt to paint signs until you know which way to turn an s and to slant the middle stroke of a capital N.

Order of Climax

44. In a series of words, phrases, or clauses of noticeable difference in strength, use the order of climax.

Wrong order: He was insolent and lazy.

Weak ending: Literature has expanded into a sea, where before it was only a small stream.

Weak ending: As we listened to his story we felt the sordid misery and the peril and fear of war.

Emphatic: He was lazy and insolent.

Emphatic: The stream of literature has swollen into a torrent, expanded into a sea.

Emphatic: As we listened to his story we felt the fear, the peril, the sordid misery of war.

Exercise

1. I felt resentful and vexed.
2. She read rapidly to the climax through a series of minor incidents.
3. We shall behold the Pope himself who have never seen more than the parish priest.
4. The dry cleaners ruined my overcoat and damaged my vest a little.
5. Does not your heart bleed at the terrible suffering, the helplessness, and the want of such people?

The Balanced Sentence

45. Two ideas similar or opposite in thought gain in emphasis when set off, one against the other, in similar constructions.

Weak and straggling: This paper, like many others, has many bad features, but in some ways it is very good. The news articles are far better than the editorials, which are feeble.

EMPHASIS BY BALANCED STRUCTURE

Balanced structure: This paper is in some respects good; in other respects very poor. The news articles are impressive; the editorials are feeble.

Weak and complicated: From the East a man who lives in the West can learn a great deal, and an Easterner ought to be able to understand the West.

Balanced: A Westerner can learn much from the East, and an Easterner needs to understand the West.

Weak: Both Mill and Macaulay influenced the younger writers. Mill taught some of them to reason, but many more of them learned from Macaulay only a superficial eloquence.

Balanced: Both Mill and Macaulay influenced the younger writers. If Mill taught some of them to reason, Macaulay tempted many more of them to declaim.

Note.—Although excessive use of balance is artificial, occasional use of it is powerful. It can give to writing either dignity (as in an oration) or point (as in an epigram). Observe how many proverbs are in balanced structure. "Seeing is believing.—Nothing venture, nothing have.—For every grain of wit there is a grain of folly.—You cannot do wrong without suffering wrong.—An eye for an eye, a tooth for a tooth." Note the effective use of balance in Emerson's *Essays*, particularly in *Compensation*; and in the Old Testament, particularly in *Psalms* and *Proverbs*.

Exercise

1. When the gas bills come you can pay them. The light bills will be paid by me.
2. The dealer reasons that a small profit on each of many sales is better than a few sales which all yield large profits.
3. A janitor's duties are as follows:
 - (a) To open and close the building
 - (b) Seeing that the fixtures, etc., are kept in repair
 - (c) He must sweep and clean the building throughout

EMPHASIS BY USING THE ACTIVE VOICE

4. Hamilton's belief in a strongly centralized government seemed dangerous to Jefferson, and Hamilton shrank from the belief in popular rule which Jefferson held.
5. The owner of the restaurant is good at one part of his business, but when another side is considered, a very grave fault may be charged against him. He knows how to meet his customers, but to buy food of choice quality and not costing too much is beyond him.

The Weak Effect of the Passive Voice

46. Use the active voice unless there is a reason for doing otherwise. The passive voice is, as the name implies, not emphatic.

Weak: Your gift is appreciated by me.

Better: I appreciate your gift.

Weak and vague: His step on the porch was heard.

Better: His step sounded on the porch. [Or] I heard his step on the porch.

The passive voice is especially objectionable when by failing to indicate the agent of the verb it unnecessarily mystifies the reader.

Vague: The train was seen speeding toward us.

Better: We saw the train speeding toward us.

Exercise

1. Its weight in water is displaced by a ship.
2. The grindstone was foolishly turned by Franklin.
3. Repeated efforts must be made before you give up.
4. He is shy and dances are shunned by him.
5. After popularity had been achieved the artist was requested by hundreds of people to paint their portraits.

Effective Repetition

7a. The simplest and most natural way to emphasize a word or an idea is to repeat it. The Bible is the best standard of simplicity and dignity in our language, and the Bible uses repetition constantly. A word or idea that is repeated must, of course, be important enough to deserve emphasis.

Fairly emphatic: He works and toils and labors, but he seems never to get anywhere.

Very emphatic: Work, work, work, all he does is work, and still he seems never to get anywhere.

Fairly emphatic: How did the general meet this new menace? He withdrew before it!

Very emphatic: How did the general meet this new menace? He withdrew! He retreated! He ran away!

Homely but emphatic: "I went under," said the old salt; "bows, guns, and starn—all under."

Deliberately very emphatic: Everywhere we hear of efficiency—efficiency experts, efficiency bureaus, efficiency methods, in the office, in the school, in the home—until one longs to fly to some savage island beyond the reach of inhuman modern science.

b. Not only words, but an entire grammatical structure may be repeated on a large scale for emphasis.

Weak: We hope that this shipment will reach you in good condition, and that you will favor us with other orders in the future, which will be given prompt and courteous attention. [This sentence is flimsy and spineless because the writer had a timid reluctance to repeat.]

Strong: We hope that this shipment will reach you in good condition. We believe that the quality of our goods will induce you to send us a second order. We assure you that such an order will receive prompt and courteous attention. [Note the emphasis derived from the resolute march of the expressions *We hope*, *We believe*, *We assure*.]

EMPHASIS BY VARIETY

Emphatic: After years of fruitless labor he could but feel bitter disappointment—disappointment that men were so selfish, disappointment that he himself had not always been true to his ideals.

Emphatic: Thus died the peasant girl that had delivered France; died thinking of her home in Domremy, died amidst the tears of ten thousand enemies, died amidst the drums and trumpets of armies.

Emphatic and natural: This corner of the garden was my first playground. Here I made my first toddling effort to walk. Here on the soft grass I learned the delight of out-of-doors. Here I became acquainted with the bullfrog, and the bumblebee, and the neighbor's dog.

Emphatic and delightful: He maketh me to lie down in green pastures; he leadeth me beside the still waters. He restoreth my soul; he leadeth me in the paths of righteousness for his name's sake.

Exercise

1. That radio keeps squawking day and night.
2. The tumbleweed rolled for months about the prairie.
3. I kept climbing the stairs, but thought I should never reach the top.
4. The Hawaiians induce the traveler to toss a coin in the water, which is then dived for by them.
5. The monasteries of the Middle Ages were extremely hospitable. The wayfarer was received there, obtaining food and shelter and protection, and sometimes even being given money when he was set again on his way.

Offensive Repetition

Careless repetition attracts attention to words that do not need emphasis. It is extremely annoying to the reader.

- 48a.** Unless a word or phrase is repeated deliberately to gain force or clearness, its repetition is a blunder. Get rid of recurring expressions in one of three ways: (1) by substituting equivalent expressions, (2) by using pro-

nouns more liberally, (3) by rearranging the sentence so as to say once what has awkwardly been said twice. Each of these schemes is illustrated below.

1. Repetition cured by the use of equivalent expressions (synonyms).

Bad: *Just* as we were half way down the lake, *just* off Milwaukee, we *began* to feel a slight motion of the ship and the *wind began* to freshen. The *wind began* to blow more fiercely from the south and the waves *began* to leap high. The boat *began* to pitch and roll.

Right: *Just* as we were half way down the lake, *opposite* Milwaukee, we began to feel a slight motion of the ship, for the wind *had* freshened. Before long *a gale, blowing* from the south, *kicked up a heavy sea and caused* the boat to pitch and roll. [Notice how combining the last two sentences helps to solve the problem of the last *began*, besides giving firmer texture to the construction.]

2. Repetition cured by the use of pronouns. (In using this method, one should take care that the reference of the pronouns is clear.)

Bad: The *Law Building*, the *Commerce Building*, and the *Science Building* are close together. The *Commerce Building* is south of the *Law Building*, and the *Science Building* is south of the *Commerce Building*. The *Law Building* is old and dilapidated. The *Commerce Building* is a red brick building, trimmed in terracotta. The *Science Building* resembles the *Commerce Building*.

Right: The Law, Commerce, and Science Buildings are close together in a row. *The first of these* is old and dilapidated. South of *it* stands the Commerce Building, *which*, because of *its* red brick and terracotta trimmings, somewhat resembles the Science Building.

3. Repetition cured by rearranging and condensing.

Bad: The *autumn* is my favorite of all the *seasons*. While *autumn* in the *city* is not such a pleasant *season* as *autumn* in the country, yet even in the *city* my preference will always be for the *autumn*.

EMPHASIS BY VARIETY

Right: My favorite season is autumn. I like it best in the country, but even in the city it is the best time of the year.

- b. Avoid a monotonous repetition of sentence structure.** To give variety to successive sentences: (1) vary the length, (2) vary the beginnings, (3) avoid a series of similar compound sentences, (4) avoid an excessive use of adjectives, (5) avoid an excessive use of participles, (6) frequently use prepositional or verbal phrases in place of clauses, (7) interchange loose with periodic structure, (8) use rhetorical question, exclamation, direct discourse.

1. Vary the length of sentences.

Bad: Walter came up the path carrying Betty in his arms. She was wet from head to toe. Damp curls clung to her pale face. Water dripped from her clothes. One hand hung loosely over Walter's arm. The other held a live duckling. She had saved the little duck from drowning. This was Betty's first day in the country.

Right: Walter came up the path carrying Betty in his arms—little Betty who was spending her first day in the country. She was wet from head to toe; damp curls clung to her pale face, and water dripped from her clothes. In one hand she held a live duckling. Her face lighted with courage as she told how she jumped into the pond and saved the little duck from drowning.

- 2. Vary the beginnings of sentences.** Do not allow too many sentences to begin with the subject, or with a time clause, or with a participle, or with *so*. When you have finished a composition, rapidly read over the opening words of each sentence, to see if there is sufficient variety. Occasionally use a prepositional phrase, or some other adverbial modifier, before the subject.

Bad [too many sentences begin directly with the subject]: Our way is circuitous. A sharp turn brings us round a rocky point. The

EMPHASIS BY VARIETY

road drops suddenly into a little valley. The roof of a house appears in a grove of trees below. A cottage is there and a flower garden. An old-fashioned well is near the door.

Right: Presently, on our circuitous way, we make a sharp turn round a rocky point. Before us the road drops suddenly into a little valley. In a grove of trees below appears the roof of a house, and as we draw nearer we see a cottage surrounded by flowers. Nothing could be more attractive to a weary traveler than the old-fashioned well near the door.

3. Avoid a series of similar compound sentences, especially those of two parts of equal length, joined by *and* or *but*.

Bad: Ring was a sheep dog, and tended the flock with his master. One day there came a deep snow, and the flock did not return. They found the herder frozen stiff, and the dog shivering beside him.

Right: Ring was a sheep dog, and tended the flock with his master. One day there came a deep snow. When the flock failed to return, the men became uneasy, and began a search. They found the herder frozen stiff, with the dog shivering beside him.

4. Avoid an excessive use of adjectives. Particularly avoid the habit of using adjectives frequently in pairs or triplets.

Adjectives overdone: The tall, stately poplars thrashed around in the rough, wild wind.

Improved: The tall poplars thrashed around in the wind. [Or] The wind thrashed the tall poplars.

5. Avoid an *excessive* use of participles (but see 6 below).

Bad: Sitting by the window, I saw a sharp, dazzling flash of lightning and heard a loud, rumbling crash of heavy thunder, warning me of the coming of the storm. Darting across the leaden sky, the jagged lightning flashed threateningly. Then streaming across the window, like a great white curtain, swept the blinding rain.

Right: I sat by the window. Suddenly a sharp flash and a roll of thunder gave warning of the approach of a storm. Soon lightning zigzagged across the sky; then like a white curtain across the window streamed the rain.

EMPHASIS BY VARIETY

6. Frequently use prepositional and verbal phrases (participial phrases especially) in place of clauses or sentences.

Monotonous short-clause style: It was about an hour before the races.

We found the jockey in the stable. He was polishing a saddle.

Occasionally he would speak encouragingly to his horse.

Improved by cutting clauses to phrases: In the stable about an hour before the races we found the jockey, polishing his saddle and occasionally speaking encouragement to his horse.

7. Change occasionally from loose to periodic or balanced structure. (See 43 and 45.)

Monotonous: I stood at the foot of Tunbridge Hill. I saw on the horizon a dense wood, which, in the evening sunlight, was veiled in purple haze [Loose]. On the left was the village, the houses appearing like specks in the distance [Loose]. Nearer on the right was the creek, winding through the willows [Loose]. The creek approached nearer until it reached the dam, over which it rushed tumultuously [Loose]. Near by was a thicket of tall trees, through which I could see the white tents of my fellow campers, and their glowing camp fires [Loose].

Right: Far south from Tunbridge Hill, on the dim horizon, I saw, veiled in the evening haze, a dense wood [Periodic, long, conveying the idea of distance better than a loose sentence]. On my left stood the village, the houses like specks; on my right wound the creek, nearer and nearer through the willows [Balanced]. The creek advanced by slow sinuous turns, until, reaching the dam, it plunged over tumultuously [Loose]. Through a thicket of tall trees, near at hand, I could see the white tents of my fellow campers, and their glowing camp fires [Periodic through the middle of the sentence; then loose].

8. Use question, exclamation, direct quotation.

Somewhat flat: He asked me the road to Camden. I did not know.

I told him to ask Thurber, who knew the country well.

Better: He asked me the road to Camden. The road to Camden?

EMPHASIS

How should I know? "Ask Thurber," I said; "he knows this country. I'm a stranger."

Exercise

1. By all means tell all you know or don't tell anything at all.
2. When a producer produces a play the playwright may make more than the producer makes.
3. The tall man spoke to the short man, but the short man frowned at the tall man.
4. The sea air smelt salty. It was bracing. White sails glided over the water. The waves were dark blue. All these things were a source of constant delight.
5. A high wind rose. It swept from the desert. It had gathered up the sands. They fairly filled the air. Many particles struck the car. That night Dahl studied the result. The paint was nicked in thousands of places.

EXERCISE IN EMPHASIS

9. A. Lack of Emphasis in General

Make the following sentences emphatic.

1. The dog is a collie, and he once saved my life.
2. Some people say, "But what is the use?" and I shall try to answer that question.
3. The Chinese are starving by the thousands, as everybody knows.
4. Keefe has had twenty years of outdoor life, which is why he looks so brawny.
5. "Wasps can sting," Floyd warned me.
6. We sprayed the orchard, when we had a much better crop.
7. It was a ludicrous mishap, and I'll write all about it next time.
8. The apple looked much better than it tasted, and it was a Ben Davis apple.
9. A month or two passed slowly, after which events came with a rush.
10. Holderness gave a hesitating reply, "I can't remember," and the sympathy of the audience went out to him.

EMPHASIS

11. The disease was smallpox, it appears.
12. The lad held his finger in the crack, thus preventing the dyke from being swept away.
13. Throw yourself on the ball if the backfield fumbles.
14. Such persons leave potential ruin behind them, as they neglect to put out their campfires.
15. Elmer put on a tourniquet, thus stopping the bleeding.
16. The engineer beckoned, and I shoveled in more coal, and the furnace roared as the train sped forward, and madly the engineer blew a long blast on the whistle.
17. Spaulding has always been susceptible to colds, and last spring he caught a severe one.
18. The game was charades, as I remember it.
19. If I may say so, Georgie was very imprudent.
20. A nation is doomed whose people think only of selfish ease.
21. There was a recess during which the two factions arrived at a compromise.
22. We sat waiting for the signal, which finally sounded.
23. It seems as if you could get rich by playing the stock market, but somehow you can't.
24. "The child is father of the man" is a sentence which gives us the key to much of the philosophy of Wordsworth.
25. The beggar had been weakened by lack of food, and suddenly he fell in a faint.

B. Lack of Periodic Form or of Climax

Make the following sentences more emphatic by throwing them into periodic form or the order of climax.

1. I fell fast asleep, though it was still early and I should have been studying my lessons.
2. You can earn five dollars a day by cutting the grass on the lawns in the neighborhood.
3. Walking along together were a giant and an ordinary man.
4. A mail plane was wrecked some time in the afternoon, if the reports are true.

EMPHASIS

5. That child asked me questions, time and time again, just when I was trying hardest to concentrate my thoughts.
6. Many people own one place for residence and another for recreation—a mansion and a shack.
7. Marlowe was frozen to death, Cross badly frostbitten.
8. The possum fell apparently dead at the first blow of the stick, much to my surprise.
9. Mrs. Powell was glancing through the paper and came upon an astonishing piece of news.
10. He rages, frowns, and growls at his helpers in the office.
11. Russian cannon were to the right, to the left, and in front.
12. I require you, I ask you, I beg you to do it.
13. You can scratch with a knife and thus remove the ink spots, or you can remove them by rubbing with a coarse eraser.
14. Success is to make the most of your opportunities and to develop your powers to the fullest.
15. Though Arnold became a traitor and though he was careless about money, he fought bravely and well in battle.
16. I am soaked to the skin, weary, and muddy.
17. I galloped up to Nelly's gate on a roan plowhorse which I had borrowed from a farmer.
18. You are now a lovely woman, whom I knew as a gawky girl.
19. Our store carries expensive silks and cheap cottons.
20. A boulder crashed through our cabin after being dislodged from its place near the summit by the rains and rolling down the mountainside.

C. Lack of Parallelism or of Active Predication

Some of the following sentences are weak because similar elements within them lack similar structure. Some are weak because they employ the passive rather than the active voice. Make all the sentences more emphatic.

1. The desert was crossed by bold pioneers.
2. After a hard day's work is done, that boy will dance half the night.
3. Mr. Wilkins teaches biology. French is the subject which Miss Freeman teaches.

EMPHASIS

4. A good time was had by all.
5. If you show him you are too eager these terms will be rejected.
6. Harold always appears promptly, as is not the case with Joan, who sometimes is tardy.
7. A gypsy camp was seen on our left.
8. Was the pipe organ played by you?
9. To be good brings a person happiness.
10. This secret was overheard by the villain.
11. We placed him in the machine shops, where no ability was shown.
12. Elections cause much excitement, but the public welfare is hardly affected by them.
13. Too much is charged for meat by that butcher.
14. A cottage is being built by Mr. Newton.
15. Study Greek and Latin for the languages themselves and to become acquainted with classical culture.

D. The Problem of Repetition

Some of the following sentences would be more emphatic if they employed repetition. Others would be more emphatic if they avoided it. Write each of the sentences in its most effective form.

1. The poor orphan always drudged.
2. I do my banking at the First National Bank.
3. Then the man saw the kitten between his feet. Then he kicked it. It let out a squall then.
4. The tenor had a sweeter voice than the baritone, but the baritone sang so loud the tenor could hardly be heard.
5. They struggled for days along the mountain roads.
6. In my efforts to induce sleep I counted sheep jumping over a fence.
7. He would not give up the records and gave me the reasons why he would not.
8. A strong and angry opposition will be aroused by these selfish and predatory measures.
9. In ventilating the house open all the windows to ventilate.
10. The voice drones on monotonously.

EMPHASIS

11. Lloyd tinkers with machinery all day.
12. It was a long way. Tad was in a hurry. He ran very fast. He at last reached the place.
13. After discussing what was the best thing to do we decided that telling the truth was best.
14. For a long time the ancient mariner and his companions had no water to drink.
15. The moose sank slowly deeper in the quicksand.
16. To catch fish you must dig bait. The best place to dig bait is in the garden or woodyard. After digging the bait you set out for the river.
17. To show you how kind he is let me give you an instance of his kindness.
18. Dolly kept teasing her mother for a bracelet.
19. It was the hour of the siesta. The plaza was steeped in quietness. The sun beat down on the buildings. Its rays were very hot.
20. We think she will make us a visit, which we shall welcome.
21. That bore talks to his victims at great length.
22. It was an October day and rain was falling. All the eaves were dripping and the gutters were full. People carried umbrellas or dashed for the street cars.
23. Some men are always smoking—in the office, in the home, when it's day, when it's night.
24. Because the railroads have ceased to haul the goods away the imports keep piling higher on the wharves.
25. There are seven games in a world series. The first two games of the series are played in one city. The next three games are played in the rival city. Then if neither team has won four games, the series is completed in the first city.

GRAMMAR

Case

Case is the relation of a noun or pronoun to other words in the sentence (whether subject, object, etc.) as shown by inflectional form or position.

Father and *I* go hunting. [Nominative case, subject of *go*.]

It was only father and *I*. [Nominative case, predicate pronoun.]

They invited father and *me*. [Objective case, object of *invited*.]

No one went except father and *me*. [Objective case, object of *except*.]

Father's suit and *mine* [or *my* suit] are new. [Possessive case.]

Note that the noun *father* is unchanged except in the possessive, whereas the pronoun *I* changes to *me* or *mine*. Nouns show no change of form except in the possessive, but pronouns may have different nominative and objective forms, thus:

Nominative:	I	we	he	she	they	who
Objective:	me	us	him	her	them	whom

The Possessive Case of Nouns and Pronouns

50a. Personal pronouns form the possessive without an apostrophe.

his, hers, yours, ours, theirs, its owner [not *it's*].

The machine does *its* work well. [*It's* would mean *It is*.]

Nouns naming inanimate objects show possession by *of*

the management of the farm [not the farm's management]

the lining of the stomach [not the stomach's lining]

GRAMMAR: CASE

except in idioms expressing time, measure, or personification.

Time	Measure	Personification
the day's work	a dollar's worth	for mercy's sake
two years' wages	two dollars' worth	the heart's desire
a month's notice	a cable's length	the world's progress

Nouns naming persons (or other living things) show possession by an apostrophe or an apostrophe and s. Take three steps:

1. Find the base form—whatever does the possessing. (To do this turn the possessive into an *of* phrase: hat of a *man*, hats of *men*, of *children*, of *ladies*. Whether the word is singular or plural makes no difference.)
2. Add an apostrophe to the base (*man's*, *men's*, *children's*, *ladies's*).
3. If the base already ends in *s* add nothing more; if not, add *s* (*man's* hat, *men's* hats, *boy's*, *boys's*, *one's*, *children's*, *ladies's*).

Note 1.—The rule gives us *Keats's* poems, *Dickens's* novels. These forms are correct. But most persons prefer to add an extra *s* to monosyllabic names, and to all other names whenever an extra sound is used in pronouncing the word (*Keats's*, *Dickens's*, *Jones's*, *Thomas's*).

Note 2.—A noun or pronoun introducing a gerund should regularly be in the possessive case.

Is there any criticism of *Arthur's* going? [Not *Arthur*.]

I had not heard of *his* being sick. [Not *him* being sick.]

Have you heard of *Edzell's* buying a rifle? [Not *Edzell*.]

I caught sight of *him* buying a rifle. [The objective is used when the emphasis falls unmistakably upon the noun or pronoun rather than upon the verbal. But when the emphasis falls thus, the verbal modifies the noun or pronoun, and is a participle, not a gerund.]

The Nominative Case of Pronouns

Nominative: I we he she they who

- b. Subjects and predicate pronouns are in the nominative case.

Subject nominative: *He* and *I* ate it. *We* boys ate it.

Predicate nominative: It was Tom and *I*. It was *we*.

It was *he*. Was it *she*? Was it *they*? It was *I*.

The happiest people there were *he* and his mother.

Be never takes an object. In all its forms (is, are, was, were, etc.) *be* takes the same case after it as before.

Note 1.—The preceding statement applies to finite forms. The “assumed subject” of the infinitive *to be* is in the objective case.

They were expecting a cousin and thought *me* to be *him*.

Whom did you take *him* to be? [= You did take *him* to be *whom*?

Him is the “assumed subject” of the infinitive *to be*.]

Note 2.—In speech anticipatory *who* is usually allowable, even where the correct grammatical form is *whom*, since we cannot always know how our sentence is to end.

Allowable on the colloquial level: *Who* did you see in New York?

The Objective Case of Pronouns

Objective: me us him her them whom

- c. The object of a preposition or a verb or a verbal (participle, gerund, or infinitive) is in the objective case.

Some of *us* fellows went fishing. [Not Some of *we* fellows.]

Such conduct disgusts you and *me*. [Not disgusts you and *I*.]

I heard of his leaving you and *her* a fortune. [Not you and *she*.]

GRAMMAR: CASE

Whom did the speaker designate? [Not *Who*.]

Between you and *me*, I'm hungry. [Not Between you and *I*.]

To determine the case of doubles try each word separately.

They saw Brown and *me*. [Not Brown and *I*. Take the words separately: They saw Brown. They saw *me*. They saw Brown and *me*.]

The election affects both *them* and *us*. [Affects *them*. Affects *us*.]

All stayed except Tom and *me*. [Except Tom. Except *me*.]

The Case of a Pronoun in a Subordinate Clause

d. Give every subordinate clause a subject in the nominative.

The case of a pronoun depends on its use as subject, object, etc., in its own clause.

Do not be misled by an elliptic clause after *than* or *as*.

He is taller than *she* [is]. [Not *her*. After *than* or *as* use the pronoun which would be used if the clause were completed.]

Are they as old as *we* [are]? [Not *us*. Before judging the case of a pronoun supply the understood verb or infinitive, if any.]

Do not be misled by a clause-object after a verb or a preposition.

Punish *whoever* is guilty. [Not *whomever*. The object of *punish* is the entire clause *whoever is guilty*. The case of a pronoun depends entirely upon its use in its own clause.]

The mystery as to *who* had rendered him this service remained. [Not *whom*. *Who* must stand as the subject of *had rendered*. The object of the preposition *to* is the clause *who had rendered him this service*.]

Do not be misled by interrupters like *he says* or *they believed*.

The man *who* they believed was the cause of the trouble left town.

[Not *whom*. *They believed* is parenthetic. *Who* is the subject of *was*.]

Who do you suppose made us a visit? [Not *whom*.]

Note.—Sometimes a subordinate clause requires a pronoun in the objective case.

It jolted Ben harder than *me*. [=than it did *me*.]

It's no more for them than *us*. [=than it is for *us*.]

I'll punish you as much as *him*.

Notify *whomever* you see.

His uncertainty as to *whom* he had spoken with was maddening.

Whom do they say you should consult?

The Case of a Pronoun in an Appositive Phrase

e. Give an appositive pronoun the case of its antecedent.

We three boys, Harold and Jim and *I*, started for the store. [Both pronouns are nominative.]

They gave dimes to the *youngest*, Harold and *me*. [Objective.]

Exercise

A. Insert apostrophes where they are needed.

1. This shipment is ours, not theirs.
2. Whats the use of saying its his?
3. I think yours is prettier than hers.
4. By this delay we lost a weeks wages.
5. Some of the men lost three weeks wages.
6. Did you ever watch that speakers lips?
7. Do these people hear what the speakers say?
8. Browns store is cheaper than Crosss.
9. Do you object to your two sisters starting a tea room?
10. I often walk past my fathers office.

B. Strike out the incorrect forms.

1. (We, Us) three divided it.
2. Is that (she, her)?
3. It is Geraldine and (I, me).
4. The only ones absent were his brother and (he, him).
5. Everybody expected (he, him) and his chum to speak up.

GRAMMAR: CASE

C. Strike out the incorrect forms.

1. The secretary notified Maria and (I, me).
2. Every one was laughing except her teacher and (she, her).
3. None of (we, us) boys had matches.
4. It was like a thunderstroke to her sister and (she, her).
5. God rewards (they, them) who serve humankind.
6. (They, Them) who serve humankind God rewards.
7. At last they named Cresap and (I, me) as umpires.
8. The manager summoned another of (we, us) applicants.
9. (Who, Whom) did you speak to just now?
10. The man with the lantern came toward Dietrich and (I, me).

D. Strike out the incorrect forms.

- ①. You are not so tall as (she, her). ✓
2. Impose a fine on (whoever, whomever) breaks the rules.
3. The others are less prudent than (he, him).
4. Catch (whoever, whomever) is defacing those walls.
5. Invite (whoever, whomever) you wish.
6. Ask (whoever, whomever) answers the telephone what the tickets will cost.
7. Bow to (whoever, whomever) you are introduced to.
8. It hurts you no more than (we, us).
9. My curiosity as to (who, whom) it could be is ended.
10. Our anxiety as to (who, whom) we shall find there is needless.
11. The person (who, whom) you imagined you saw was not present.
12. The girl (who, whom) you supposed was my niece denies ever having heard of me.
13. (Who, Whom) would you guess it is?
14. (Who, Whom) do you imagine conducts that column on the editorial page?
15. (Who, Whom) do you think we can best spare?

E. Strike out the incorrect forms.

1. (We, Us) four were the leaders.
2. They asked (we, us) children to sing songs.
3. The girls teased the two newcomers, my brother and (I, me).

GRAMMAR: AGREEMENT OF PRONOUNS

4. The oldest, Harold and (I, me), were asked to remain after school.
5. The best horseshoe pitchers in town are three boys under nineteen—Johann, Jacques, and (I, me).

Agreement of a Pronoun with Its Antecedent

A pronoun is a word used in place of a noun. The noun for which the pronoun stands is called the antecedent. A pronoun agrees with its antecedent in gender, number, and person.

- 51a.** *Each, any, every, no one, body, thing* are singular. The pronouns *each, either, one, neither* are singular.

Everybody did *his* best. [Not *their*.]

Every one [Each one, No one] raised *his* hand. [Not *their*.]

Each [Every, Neither, No] person must pay *his* way. [Not *their*.]

A teacher must keep *his* [not *their*] temper. Otherwise *he* [not *they*] cannot control his pupils.

Note 1.—The nouns *kind* and *sort* are singular; the adjectives *this* and *that* must agree with them.

I like *that kind* of activities. [Not the plural *those*.]

I hate *this sort* of trousers. [Not the plural *these*.]

- b.** *Both, few, many, others, several, some* are plural. *None, all, more, most, such* may be singular or plural.

Both [Few, Many, Others] know *their* business.

- c.** A collective noun takes a singular pronoun unless the persons or objects it denotes are thought of as separate individuals.

The committee has given *its* report. [Acting as a unit.]

The committee went to *their* lodgings. [Acting individually.]

GRAMMAR: AGREEMENT OF VERBS

Exercise

1. Each axle must be greased well or friction will burn them out.
2. Never buy those kind of trousers.
3. Every house had their Christmas candles lighted.
4. Everybody must bring their own swimming suit.
5. Neither of us has our driver's license.
6. We have never used these type of fixtures.
7. One doesn't have to register, do they?
8. Every girl has had their hair marcelled, haven't they?
9. Those sort of wisecracks just make me furious.
10. There's nobody that don't want a roof over their head.
11. Either of the cowboys could summon their horse by whistling.
12. A person eats these shoestring potatoes with their fingers, don't they?
13. Any pupil can keep their books in their locker if they wish.
14. A person can't have their way in everything, now can they?
15. No, I never had any comfort wearing those kind of shoes.

Agreement of a Verb with Its Subject

52a. A verb agrees in number with its subject. Do not be misled by (1) an intervening noun, (2) the adverb *there*, or (3) a predicate noun or pronoun.

The size of the plantations *varies*. [Not *vary*.]

The prices of grain *fluctuate* in response to the demand. [Not *fluctuates*.]

There *are* good grounds for the decision. [Do not begin a sentence with *There is* unless the subject (which follows) is singular.]

The weak point in the team *was* the fielders. [Not *were*.]

Note.—The number of the verb is not affected by the addition to the subject of words introduced by *with*, *together with*, *no less than*, *as well as*, and the like. If such sentences sound awkward in the correct form, recast them.

Correct, but somewhat awkward: The mayor of the city, as well as several aldermen, *has* investigated the charges.

GRAMMAR: AGREEMENT OF VERBS

Improved: The mayor and several aldermen *have* investigated. [Or]
 The mayor, after having consulted several aldermen, *has* investigated the charges.

b. Singular subjects joined by *or* or *nor* take a singular verb.

A car or a plane *is* required. Neither house nor lot *is* valuable.

Singular subjects joined by *and* take a plural verb

A car and a plane *are* needed. Both house and lot *are* lost.

unless they (1) are synonyms (the noise and shouting is endless), **(2) are a logical unit** (the horse and cart is waiting), or **(3) are modified by *each, every, no, many a*** (many a man and woman fails here).

c. A collective noun (family, crowd, army, etc.) takes a singular verb unless the persons or objects it denotes are thought of as separate individuals.

- ~ The committee *is* ready to give *its* report. [Thought of as a unit.]
- The committee *are* at odds and *have* disbanded and gone to *their* lodgings. [Thought of as individuals.]
- A group of people *is* standing outside. [Thought of as a unit.]
- A group of people *are* talking angrily among themselves.

After *some of, a part of, two thirds of* use the singular if the noun following is singular, the plural if the noun following is plural.

Some of their money *was* lost. [The noun after *of* is singular.]
 Two thirds of the cattle *were* lost. [Plural.]

d. Do not use *don't* in the third person singular. Use *doesn't*. *Don't* is a contraction of *do not*.

He *doesn't* get up early on Sunday morning. [Not *don't*.]

GRAMMAR: TENSE

Exercise

Strike out the incorrect forms.

1. The cause of these diseases (is, are) poor sanitation.
2. There (is, are) berries in the patch across the creek.
3. The distance between wing-tips (exceeds, exceed) seven feet.
4. The grandstand as well as the bleachers (fills, fill) rapidly.
5. The teeth of a horse (reveals, reveal) his age.
6. The price of fur coats (is, are) higher this year.
7. There (seems, seem) to be differences of opinion.
8. The chief, together with all the voodoo men, (was, were) mystified.
9. The agent gets a commission, (doesn't, don't) he?
10. A long fork or pronged stick (holds, hold) the broiling bacon.
11. The crew (is, are) dissatisfied with each other.
12. To run or to hide (shows, show) that you feel guilty.
13. He (doesn't, don't) deliver the bread at the front door, surely.
14. The assembly (governs, govern) its procedure by parliamentary rules.
15. Neither the left lung nor the right (shows, show) infection.

Tense

3. Keep to one tense unless there is a reason for changing. ✓

The two boys *built* a raft. Then they *loaded* it with provisions. [Not *load*. Prefer the past tense for telling a story; then you will not be tempted to shift tense unnecessarily. See 33.]

Use the tense that indicates relations in time exactly. In dependent clauses and verbal phrases choose a tense suited to the time expressed in the principal verb.

Wrong: I intended to have gone. [The principal verb *intended* indicates a past time. In that past time I intended to do something. What? Did I intend *to go*, or *to have gone*?]

Right: I intended to go.

GRAMMAR: TENSE

Wrong: We hoped that you would have come to the party. [The principal verb *hoped* indicates a past time. In that past time our hope was that you *would* come, not that you *would have come*.]
 Right: We hoped that you would come.

Present Time

- a. Use the present tense for action taking place now, for habitual action, and for an assertion true for all time.

He *hurries* to the office. She always *wears* silk.

He said that Venus *is* a planet. [Not *was*; it still is.]

Use the present perfect for an action completed before the present (not to indicate a definite point in past time). The auxiliary is *have* or *has*.

He *has completed* all the required courses.

He *completed* the courses last year. [Not *has completed*.]

Past Time

- b. Use the past tense to place action in past time. Use the past perfect to place one past action definitely before another past action. The auxiliary is *had*.

The artist had a cheerful studio which *had been used* as a garage.

In the parlor my cousin kept a collection of animals which he *had shot*. [Not which he *shot*.]

Future Time

- c. Use the correct form of the future tense to place action in future time (the auxiliaries are *shall* and *will*). Use the future perfect to emphasize the idea of completeness before a future time (the auxiliaries are *shall have* and *will have*).

I *shall* probably *arrive* on Monday. I *shall have completed* the work by the first of June.

GRAMMAR: TENSE

Shall and Will, Should and Would

To express simple futurity or mere expectation, use *shall* with the first person (both singular and plural) and *will* with the second and third.

I shall go.

We shall walk.

You will play.

You will hear.

He will sing.

They will reply.

To express determination (on the speaker's part) reverse the usage; that is, use *will* with the first person (both singular and plural), and *shall* with the second and third.

I will; I tell you, I will.

We will not be excluded.

You shall do what I bid.

You shall not delay us.

He shall obey me.

They shall pay the tribute.

To express willingness or determination of the person acting use *will* with all persons.

You will play with fire, will you?

Do that? He simply will not.

In asking questions, use the form expected in the answer.

"Shall I go?" I asked myself. "Shall we take a walk?" "You promise. But will you pay?" "Will it rain tomorrow?"

Should and *would* follow the rules given for *shall* and *will*.

Mere statement of a fact:

I [or We] should like to go.

You [or He or They] would of course accept the offer.

Resolution or obligation or duty:

I [or We] would never go under terms so degrading.

You [or He or They] should decline; honor demands it.

Should has also a special use in the subjunctive (in all persons) to express a condition; and *would* has a special use (in all persons) to express a wish or a customary action.

GRAMMAR: TENSE

If it should rain, I shall not go.

If I should remain, it would probably clear off.

Would that I could swim!

He [I, We, You, They] would often sit there by the hour.

Exercise

A. Tense

Strike out the incorrect forms.

1. I was sorry to (miss, have missed) your call yesterday.
2. I am sorry to (miss, have missed) your call yesterday.
3. The salesman explained that when the temperature (lowers, lowered) the pilot (ignites, ignited) the gas again.
4. Cecilia thought Nanette would (arrive, have arrived) that evening, but Nanette (is, was) delayed.
5. Something went wrong with the aerial, which Christopher (placed, had placed) on the roof the day before.
6. We expected to (talk, have talked) the matter over.
7. The scientist reminded us that light (travels, traveled) at incredible speed.
8. William wished to hold the country he (conquered, had conquered).
He (has, had) the Norman nobles build great castles.
9. We intended to (inflate, have inflated) those tires.
10. Horton was proud of the chimney, which he (built, had built) with his own hands.

B. *Shall and will, should and would*

Strike out the incorrect forms. If two forms are possible, explain the meaning of each.

1. I (shall, will) laugh, I fear.
2. I (shall, will) attend; I am resolved.
3. They (shall, will) consent; I (shall, will) compel them.
4. They (shall, will) have no trouble, I dare say.
5. It (shall, will) suffice, I am sure.
6. (Should, Would) that I were there!
7. They (shall, will) depart at once; I require it.

GRAMMAR: PRINCIPAL PARTS

8. You (should, would) object to that, I suppose.
9. You (should, would) resist; only a mollycoddle (shouldn't, wouldn't).
10. (Shall, Will) Choate sell that motorcycle?
11. If there (should, would) not be a quorum, we shall adjourn.
12. You (shall, will) go, (shall, will) you not?
13. Do not argue about it; you (shall, will) go. I'll make you.
14. (Shall, Will) we take the street car?
15. (Shall, Will) you be in the reading room?
16. I never (should, would) promise that. Never!
17. We (shall, will) not be denied. No; sir!
18. (Shall, Will) they check their wraps?
19. We (should, would) like to have her sing.
20. We (shall, will) meet you in the lobby.

Principal Parts

54. Use the correct form of the past tense and past participle.

Never use *come*, *done*, *bursted*, *knowed*, *says* for the past tense; or [*had*] *eat*, [*had*] *froze*, [*have*] *ran*, [*has*] *went*, [*has*] *wrote*, [*are*] *suppose* for the past participle. Memorize the principal parts of difficult verbs. The principal parts are the present tense, the past tense, and the past participle. A good way to recall these is to repeat the formula: Today I *sing*; yesterday I *sang*; often in the past I have *sung*. The principal parts of *sing* are *sing*, *sang*, *sung*.

Forms often confused are *lie* and *lay*, *sit* and *set*, *rise* and *raise*.

Intransitive

lie, lay, lain

Today I *lie* down.

Yesterday I *lay* down.

Often I *have lain* down.

Transitive

lay, laid, laid

Today I *lay* the book here.

Yesterday I *laid* it here.

Many times I *have laid* it here.

The book *was laid* away [passive].

GRAMMAR: PRINCIPAL PARTS

Intransitive*sit, sat, sat*Today I *sit* on the couch.Yesterday I *sat* on the couch.Often I *have sat* on the couch.*rise, rose, risen*Today farmers *rise* early.Yesterday farmers *rose* early.Always farmers *have risen* early.**Transitive***set, set, set*Today I *set* the lamp here.Yesterday I *set* the lamp here.Often I *have set* the lamp here.The lamp *has been set* here [passive].*raise, raised, raised*Today I *raise* the window.Yesterday I *raised* the window.Often I *have raised* the window.The window *has been raised* [passive].

Other verbs which often cause confusion are these:
come, see, do, go, be, begin, break, drink, freeze, give, lead, ring,
run, show, shrink, sing, take, write.

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
am	was	been	bring	brought	brought
ask	asked	asked	burn	burnt	burnt
awake	awaked	awaked		burned	burned
	awoke	awoke	burst	burst	burst
attack	attacked	attacked	catch	caught	caught
bear	bore	borne	choose	chose	chosen
		born	come	came	come
begin	began	begun	deal	dealt	dealt
bend	bent	bent	dive	dived *	dived
bid	bid	bid	do	did	done
	bade	bidden	drag	dragged	dragged
bite	bit	bit	draw	drew	drawn
		bitten	dream	dreamt	dreamt
bleed	bled	bled		dreamed	dreamed
blow	blew	blown	drink	drank	drunk
break	broke	broken	drive	drove	driven

* *Dove* is colloquial.

GRAMMAR: PRINCIPAL PARTS

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
drown	drowned	drowned	ride	rode	ridden
dwelt	dwelt	dwelt	ring	rang *	rung
	dwelled	dwelled	rise	rose	risen
eat	ate	eaten	run	ran	run
fall	fell	fallen	say	said	said
fight	fought	fought	see	saw	seen
flee	fled	fled	set	set	set
flow	flowed	flowed	sew	sewed	sewed
fly	flew	flown	shake	shook	shaken
freeze	froze	frozen	shine	shone	shone
get	got	got *	show	showed	showed
go	went	gone			shown
grow	grew	grown	shrink	shrank	shrunk
hang	hung	hung	sing	sang *	sung
hang	hanged	hanged	sit	sat	sat
hold	held	held	slink	slunk	slunk
kneel	knelt	knelt	speak	spoke	spoken
know	knew	known	spend	spent	spent
lay	laid	laid	spit	spit	spit
lead	led	led		spat	spat
lend	lent	lent	spring	sprang *	sprung
lie	lay	lain	steal	stole	stolen
lie	lied	lied	swear	swore	sworn
light	lighted	lighted	sweep	swept	swept
	lit	lit	swim	swam *	swum
loose	loosed	loosed	take	took	taken
lose	lost	lost	tear	tore	torn
mean	meant	meant	throw	threw	thrown
pay	paid	paid	thrust	thrust	thrust
prove	proved	proved	tread	trod	trod
raise	raised	raised			trodden
read	read	read	wake	waked	waked
rid	rid	rid		woke	woke

* Starred words have alternate forms: *gotten*, *rung*, *sung*, *sprung*, *swum*.

GRAMMAR: PRINCIPAL PARTS

Present Tense	Past Tense	Past Participle	Present Tense	Past Tense	Past Participle
wear	wore	worn	weep	wept	wept
weave	wove	woven	write	wrote	written

Exercise

Strike out the incorrect forms.

A. *Lie and lay*

1. Even now I often (lie, lay) on the grass.
2. Mother has (mis~~lain~~, mislaid) her glasses.
3. Don't (lie, lay) these compasses there.
4. Sobrowski (lay, laid) smoking on a divan.
5. I have (lain, laid) the screwdriver on the tool box.
6. Knife, fork, and spoon were (lain, laid) by each plate.
7. I have (lain, laid) for hours in the sand on the beach.
8. He (lies, lays) abed till breakfast time.
9. Where can he have (lain, laid) the key?
10. All morning you just (lay, laid) there snoring.
11. Please (lie, lay) a new log on the fire.
12. You (lie, lay) in a deck chair every day, don't you?
13. We (lay, laid) a cover over the young plants on frosty nights that year.
14. Where have you (lain, laid) the sugar tongs?
15. Let him (lie, lay) where he falls.

B. *Sit and set*

1. Mamie (sat, set) the bowl of roses on the table.
2. (~~Sit~~, ~~Set~~) here at Mildred's left, Frances.
3. You (sat, set) in the orchestra at that play, didn't you?
4. His wife had always (sat, set) a lantern in the window to guide him.
5. The child (sat, set) behind a tall man and couldn't see.
6. (~~Sit~~, ~~Set~~) the box on the table, please.
7. (~~Sit~~, ~~Set~~) still, all of you.
8. Have you ever (sat, set) beside the driver in a stage coach?

GRAMMAR: PRINCIPAL PARTS

9. Every morning the old woman (~~sat~~, set) her clock by the chimes.
10. That chair has been (~~sat~~, set) in half a dozen places, and none of them suits him.
11. That chair has been (sat, ~~set~~) in through three generations.
12. You'll find it the coziest chair you ever (sat, ~~set~~) in.
13. The village folk liked to (sit, ~~set~~) around and talk.
14. You have (sat, set) with the sun in your eyes, haven't you?
15. Can they (sit, ~~set~~) up so late without drinking coffee?

C. Rise and raise

1. The sleepers (rise, ~~raise~~) from their pallets.
2. I had (~~rose~~, risen, ~~raised~~) at midnight.
3. The cake (rose, ~~riz~~, ~~risen~~, raised) after we put it in the oven.
4. When Ichabod saw the apparition his hair (~~rose~~, ~~riz~~, raised).
5. The mist along the river is (rising, ~~raising~~).

D. Miscellaneous

1. Then the back (come, came) off my book.
2. Hasn't that beggar (come, came) to our house before?
3. To kill time she (sang, sung) the old songs over and over.
4. The grizzled sergeant had (lead, led) many a forlorn hope.
5. We (threw, throwed) the ball over the house.
6. We had nearly (froze, frozen) our feet.
7. Have they (sang, sung) that duet yet?
8. That's a well- (wrote, written) letter.
9. Dad (wrote, written) the man a check.
10. Who (did, done) that?
11. Lincoln was (born, borne) in Kentucky.
12. They jeered us, but we (give, gave, given) them tit for tat.
13. We (shown, showed) the visitors around.
14. So you (saw, seen) the President inaugurated?
15. When we fired the gun at that coyote he quit pretending and (run, ran).
16. Once Ferdinand (took, taken) lessons on the oboe.
17. By that time the elephants had (went, gone) off through the jungle.

GRAMMAR: MODE

18. The soup (begin, begun, began) to boil over.
19. My, how those cotton socks (shrunk, shrank) when we washed them!
20. How much have you (gave, given) to the Salvation Army?
21. They must have (drank, drunk) it all.
22. I (drank, drunk) a glass of buttermilk.
23. Just looking over his shoulder was all I (did, done).
24. It was the most colorful pageant I have ever (saw, seen).
25. Certainly I've (took, taken) off automobile tires.

Mode

Mode (often called mood) indicates the tone of an assertion—whether affirming, commanding, supposing. The indicative mode asserts. (*Dogs bark. They are listening.*) The imperative mode urges or commands. (*Go! Take your dog out of here.*) The subjunctive mode supposes a condition contrary to fact. (*I wish I were a bird.*) By the use of such auxiliaries as *may, can, must, might, could, would, should* one can build various modal forms or modal aspects, sometimes called collectively the potential mode.

Unnecessary Shift in Mode

55a. Keep to one mode unless there is a reason for changing.

Wrong: By giving strict obedience to commands, a soldier *learns* discipline, and consequently *would have* steady nerves in time of war. [*Learns* should be followed by *will have*.]

Wrong: An automobile *should be* kept in good working order so that its life *is* lengthened. [*Should be* is properly followed by *may be*.]

In telling how to do or make something, definitely assume one of these three points of view and keep it consistently :

1. The Personal, Indicative Point of View. Tell what you did (past tense) or what you customarily do (present

GRAMMAR: MODE

tense), using the pronoun *I*: "First I take . . . Next I prepare . . . Finally I . . ."

2. The Imperative, Commanding Point of View. Instruct some one: "First take . . . Then prepare . . . Finally do this . . ."
3. The Impersonal Point of View. Explain what is to be done, what should be done, or what one should do: "The first thing to do is to take . . . The next thing is to prepare . . . The last thing is to . . ."

Do not shift needlessly from one method to the other as is done in the following outline.

How to Learn to Drive a Car

- I. In teaching people to drive I first explain the controls. . . .
- II. Next you must . . . [*Shifts mood from indicative to imperative.*]
- III. The third step is . . . [*Shifts mood from imperative to impersonal.*]

The Subjunctive Mode

D. Use the subjunctive to express a condition contrary to fact.

If I *were* president [contrary to fact] I'd veto the bill.

I wish I *were* in his place. [Not the indicative *was*.]

Use the present subjunctive in parliamentary motions

I move that the minutes *be* adopted as read.

To express command, necessity, or uncertainty the subjunctive is (ordinarily) used in the subordinate clause.

I command that this *be* [or *shall be*] done. [Command.]

It is necessary that the stock *be* [or *should be*] sold. [Necessity.]

If the report *be* true [or *is* true] we are ruined. [Uncertainty.]

GRAMMAR: ADJECTIVE AND ADVERB

Exercise

1. By playing polo you associate with people of means and would have splendid exercise.
2. Fill the hole round the plant with rich soil. Then you should tamp this soil lightly.
3. The doctors are sending him to Tucson in order that the climate might cure his tuberculosis.
4. Do you move that the resolution is to be tabled?
5. It is vital to us that all such actions are thwarted.
6. If he sees you looking at the display he would likely come out of the store and try to sell you something.
7. If the crust is good it can make a good pie.
8. Such a wound should be sterilized so that any infection does not spread.
9. The producer commands that the dress rehearsal is to be conducted forthwith.
10. Was this but true our troubles would be over.

Adjective and Adverb

Misuse of Adjective for Adverb

56a. Do not use an adjective in place of an adverb.

He spoke *slowly* and *carefully*. [Not *slow* and *careful*.]

He *surely* did *well* in his classes. [Not *sure* did *good*.]

I'm *very* [or *really*] tired. [Not *real* tired.]

The train must be *somewhat* late. [Not *some*.]

He ate *more heartily* than the rest of us. [Not *heartier*.]

Note 1.—Adjectives show *what kind* of subject: This term paper is *good*. The captain stands *firm*. Adverbs show the *manner* of an act: This student writes *well*. The captain braces his feet *firmly*.

Right: The sun shines *bright* on my old Kentucky home. [Here the thought is that the sun which shines is bright.]

Right: He worked *diligently*. [Here the modifier refers to the manner of working rather than to the person who works. It should therefore be an adverb.]

GRAMMAR: ADJECTIVE AND ADVERB

Right: It stood *immovable*. The shot rang *loud*. He becomes *angry*.
The weeds grow *thick*. They remain *obstinate*. He seems *intelligent*.

Note 2.—In commands and in certain terse conversational phrases the short form of the adverbs *slow*, *quick*, *deep* are allowable; elsewhere use the common form ending in *-ly*.

Drive *slow*. We drove *slowly* along while the sun set.
Come *quick*. We got out as *quickly* as we could.

Choosing between Adverb and Predicate Adjective

- b. After a verb pertaining to the senses, *look*, *sound*, *taste*, *smell*, *feel*, an adjective is used unless the verb expresses action.

She looks beautiful. She *looks* at him *critically*.
The dinner bell *sounds good*. He *sounds* the horn *loudly*.
My food *tastes bad*. He *tastes* the soup *gingerly*.
That flower *smells bad*. She *sniffs* the air *suspiciously*.
I feel good [*in good spirits*]. *I feel* the cloth *carefully*.
I feel well [*in good health*. An adjectival use of *well*].
I feel bad [*in bad health or spirits*. "I feel badly" would mean "My sense of touch is impaired"].

"Made" Adjectives

- c. Use "made" adjectives with caution. When an adjective phrase which normally follows a noun is condensed and placed before the noun as an attributive modifier the result may be awkward or even confusing.

Right: An automobile accident in Baltimore [*not* A Baltimore automobile accident], positions of trust [*not* trust positions], an outline of socialism [*not* a socialism outline], a crusade against typhoid [*not* a typhoid crusade], attitude of the school [*not* the school attitude], the example given above [*not* the above example].

GRAMMAR: ADJECTIVE AND ADVERB

Exercise

Strike out the incorrect (or less satisfactory) forms.

1. Walk (careful, carefully), grandpa.
2. I (sure, surely) like those cherries.
3. Thackeray read widely about life and conditions in the (Queen Anne age, age of Queen Anne).
4. Skinny is (right, rightly) to refuse.
5. Jeanette screamed (loud, loudly) when she saw the mouse.
6. He replied so (artful, artfully) that I could learn nothing.
7. Hold (tight, tightly) or you will fall.
8. Screaming (furious, furiously), the youngster was carried upstairs.
9. We loitered around (some, somewhat).
10. That butter smells (rancid, rancidly).
11. The steersman held to his course (skilful, skilfully).
12. We (sure, surely) have them guessing.
13. I feel this slight (deep, deeply).
14. That's (real, really) kind of you.
15. The sailors laughed (heartly, heartily).
16. As (near, nearly) as I can tell, they are reindeer.
17. We associate Darwin with the (evolution theory, theory of evolution).
18. This celery tastes (fresh, freshly).
19. Do you feel (dizzy, dizzily) after turning round so long?
20. Send mail to the (above address, address given above).
21. Reese loafs (some, somewhat) and his wife nags him (considerable, considerably).
22. I disapprove a (coercion policy, policy of coercion).
23. Be as (near, nearly) perfect as you can.
24. Steer (close, closely) to that reef.
25. You ride (good, well), Matthew.
26. The trysting rock loomed (large, largely) in the twilight.
27. Act (quick, quickly) or he will escape.
28. The king smiled (benign, benignly) on the fair petitioner.
29. A (real, really) becoming hat is hard to find.
30. The headline reads, "Smiths Make Divorce Denial." It should read—[Supply a concise, grammatical headline].

GRAMMAR: THE PARTS OF SPEECH

The Parts of Speech and Their Uses

57. Know the eight parts of speech. Be able to explain the construction of the important words in any ordinary sentence. That is, be able to answer the question "What work does this word do in the sentence?"

Noun. A noun is a name. It may be **proper** (*Philip Watkins*), or **common**. Common nouns may be **concrete** (*man, windmill*), or **abstract** (*gratitude, nearness*). A noun applied to a group is said to be **collective** (*family, race*). The common uses of a noun are these: to serve as the subject of a verb, to serve as the object of a verb, a verbal, or a preposition, to serve as a predicate noun (also called subjective complement: It is he; it is our *coach*), to be in apposition with another noun (Jenkins, our *coach*), to indicate possession (*Joseph's* coat of many colors), and to indicate direct address (*Jehovah, help us!*). Less common uses are these: second (or secondary) object (She asked me a *question*), retained object (I was asked a *question*), and adjunct accusative (also called objective complement: The club elected him *secretary*). By a change of force a word which ordinarily does the work of a noun may be made to do the work of an adjective (the *brick* sidewalk) or an adverb (John went *home*).

Pronoun. A pronoun is a word which takes the place of a noun. It may be **personal** (*I, thou, you, he, she, it, we, they*), **relative** (*who, which, what, that, as*, and compounds *whoever, whichever*, etc.), **interrogative** (*who, which, what*), **demonstrative** (*this, that, these, those*), or **indefinite** (*some, any, one, each, either, neither, none, few, all, both*, etc.). Strictly speaking, the last two groups, demonstratives and indefinites, are adjectives used as pronouns. Certain pronouns are also used as adjectives, notably the **possessives** (*my, his, their*, etc.) and the relative or interrogative *which* and *what*. The addition of *-self* to a personal pronoun forms a **reflexive pronoun** or **intensive** (I blamed *myself*. You *yourself* are at fault). A noun for which the pronoun stands is called the **antecedent**. The uses of pronouns are in general the same as those of nouns. In addition, relatives serve as connectives (the man *who* spoke), interrogatives ask questions (*Who*

GRAMMAR: THE PARTS OF SPEECH

is the man?), and demonstratives point out (*That* is Van Lehr's secretary).

Person	SINGULAR			PLURAL		
	Nominative	Possessive	Objective	Nominative	Possessive	Objective
1	I	my, mine	me	we	our, ours	us
2	you	your, yours	you	you	your, yours	you
3	he, she, it	his, her, hers, its	him, her, it	they	their, theirs	them

Verb. A verb is a word or word-group which makes an assertion about the subject. It may express either action or mere existence. It may be **transitive** (*trans* meaning "across"; hence action carried across, requiring a receiver of the act: Brutus *stabbed* Cæsar; Cæsar *is stabbed*) or **intransitive** (not requiring a receiver of the act: Montgomery *fell*). Its meaning is dependent upon its voice, mode, and tense. Voice shows the relationship between the subject and the assertion made by the verb. The **active voice** shows the subject as actor (They *elected* Washington); the **passive voice** as acted upon (Washington *was elected*). (A transitive verb may be active or passive, but an intransitive verb has no voice.) Mode indicates the manner of predicating an action, whether as assertion, condition, command, etc. There are three modes in English. The **indicative mode** affirms or denies (He *went*. She *did not dance*). The **subjunctive** expresses condition or wish (If he *were* older he would be wiser. Would that I *were* there!). The **imperative** expresses command or exhortation (*Remain* there. *Go!* *Let* us pray). **Modal auxiliaries** with these three modes form **modal aspects** of the verb. There are as many different aspects as there are auxiliaries. Aspects are sometimes spoken of as separate modes or called collectively the "potential mode." Tense expresses the time of the action or existence. The tenses are the **present**, the **past**, the **future** (employing the auxiliaries *shall* and *will*), the **perfect** (employing *have*), the **past perfect** (employing *had*), and the **future perfect** (employing *shall have* and *will have*). **Verbals** are certain forms of the verb used as other parts of speech (noun, adjective, adverb). See (in section 58 on Other Grammatical Terms) Verbal, Infinitive, Gerund, Participle.

GRAMMAR: THE PARTS OF SPEECH

Abridged Conjugation of the verb *to take*

Indicative Mode

Tense

Active Voice

Passive Voice

Present	I take	I am taken
Past	I took	I was taken
Future	I shall (will) take	I shall (will) be taken
Perfect	I have taken	I have been taken
Past Perfect	I had taken	I had been taken
Future Perfect	I shall (will) have taken	I shall (will) have been taken

Subjunctive Mode

Tense

Active Voice

Passive Voice

Present	If I take	If I be taken
Past	If I took	If I were taken
Perfect	If I have taken	If I have been taken
Past Perfect	If I had taken	If I had been taken

Imperative Mode

Present

Take

Adjective. An adjective is a word used to modify a noun or pronoun.

An adjective may be **attributive** (*bright* sun, *cool-headed* adventurers) or **predicate** (The field is *broad*. The meat tastes *bad*. I want this *ready* by Christmas). Adjectives assume three forms known as degrees of comparison. The **positive degree** indicates the simple quality of the object without reference to any other. The **comparative degree** indicates that two objects are compared (Stanley is the *older* brother). The **superlative degree** indicates that three or more objects are compared (Stanley is the *oldest* child in the family)

GRAMMAR: THE PARTS OF SPEECH

or that the speaker feels great interest or emotion (A *most excellent* record). Ordinarily *er* or *r* is added to the positive to form the comparative, and *est* or *st* to the positive to form the superlative (brave, braver, bravest). But some adjectives (sometimes those of two, and always those of more than two, syllables) prefix *more* (or *less*) to the positive to form the comparative, and *most* (or *least*) to the positive to form the superlative (beautiful, more beautiful, most beautiful). Some adjectives express qualities that do not permit comparison (*dead, four-sided, unique*).

Adverb. An adverb is a word used to modify a verb, an adjective, another adverb (She played *well*; *unusually* handsome; *very* sternly), or, more rarely, a verbal noun (Walking *fast* is good for the health), a preposition (The ship drifted *almost* upon the breakers), or a conjunction (The messenger came *just* when we were starting). Certain adverbs (*fatally, entirely*) do not logically admit of comparison. Those that do are compared like adjectives of more than two syllables (*slowly, more or less slowly, most or least slowly*).

Preposition. A preposition is a connective *placed before* a substantive (called its object) in order to subordinate the substantive to some other word in a sentence (The boast of heraldry, the pomp of power. He ran *toward* the enemy *without* fear). Of the fifty or sixty prepositions you should know at least twenty-five: at, by, for, from, in, into, of, on, to, with, about, across, after, before, beside, but (=except), down, over, past, since, through, throughout, under, until, up.

Conjunction. A conjunction is a word used to *join together* words, phrases, clauses, or sentences. A **coordinating conjunction** connects elements of equal rank (see 13, 36, and 91a). **Correlative conjunctions** are conjunctions used in pairs (see 31). A **subordinating conjunction** is one that connects elements unequal in rank (see 13 and 36). When an adverb, in addition to its normal function of indicating time, place, or cause, serves as a logical connective between main clauses, it is often called a **conjunctive adverb** (see 92c and Notes).

Interjection. An interjection is a word *thrown into* speech to express emotion. It has no grammatical connection with other words. (*Oh, is that it? Well, I'll do it. Hark!*)

GLOSSARY OF THE TERMS OF GRAMMAR

Exercise

Copy the ten sentences of 58 Exercise A, and over each word indicate its part of speech. For example:

<i>adj.</i>	<i>noun</i>	<i>verb</i>	<i>conj.</i>	<i>pers. pro.</i>	<i>verb</i>	<i>adj.</i>	<i>noun</i>
A	hen	cackles	when	she	lays	an	egg.

The Terms of Grammar

8. Know the common terms in which the rules of grammar and punctuation are expressed (clause, phrase, verbal, predicate, etc.).

Absolute expression. An expression (usually composed of a substantive and a participle, perhaps with modifiers) which, though not formally and grammatically joined, is in thought related to the remainder of the sentence. (*The relief party having arrived*, we went home. *This disposed of*, the council proceeded to other matters.)

Antecedent. A substantive to which a pronoun (or pronominal adjective) refers. Literally, *antecedent* means *that which goes before*; but sometimes the antecedent follows the dependent word. (The *man* who hesitates is lost. On her arrival *Theresa* told us what had happened. *Man* is the antecedent of the pronoun *who*, *Theresa* of the pronominal adjective *her*.)

Article. The adjective *a*, *an*, or *the*.

Auxiliary. *Be*, *have*, *do*, *shall*, *will*, *ought*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, etc., when used with participles or infinitives of other verbs, are called auxiliary verbs.

Case. The relation of a substantive to other words in the sentence as shown by inflectional form or position. The subject of a verb, or a predicate noun or pronoun after a finite form of the verb *to be*, is in the nominative case. The object of a verb or preposition, or the "assumed subject" of an infinitive, is in the objective case. A noun or pronoun which denotes possession is in the possessive case.

Clause. A portion of a sentence which contains a subject and a verb, perhaps with modifiers. The following sentence contains one subordinate (dependent) and one main (independent, principal) clause:

GLOSSARY OF THE TERMS OF GRAMMAR

When the storm ceased, the grove was a ruin. A subordinate clause is one that does the work of a single part of speech—adjective, adverb, or noun. Adjective clause: The man *who loafs* will fail. Adverb clause: We started *as the sun rose*. Noun clause: They say *that haste makes waste*.

Conjugation. The inflectional changes in the verb to indicate person, number, tense, voice, mode, and modal aspect.

Declension. The changes in a noun, pronoun, or adjective to indicate person, number, or case.

Element. Any part or division of a sentence.

Ellipsis, elliptical expression. An expression partially incomplete, so that words have to be understood to complete the meaning. An idea or relation corresponding to the omitted words is present, at least vaguely, in the mind of the speaker. Elliptical sentences are usually justifiable except when the reader cannot instantly supply the understood words. Examples of proper ellipses: You are as tall as I [am tall]. Is your sister coming? I think [my sister is] not [coming]. I will go if you will [go]. [I give you] Thanks for your advice.

Gerund. A verbal in *-ing* used as a noun. (I do not object to your *telling*. His *having deserted* us makes little difference.) (For further explanation of the gerund see Verbal.)

Infinitive. A verbal regularly introduced by *to* and used as a noun (*To err* is human), as an adjective (the road *to follow*), or as an adverb (ready *to start*, enough *to make* us happy). After certain verbs (bid, dare, help, make, need, etc.) the *to* is omitted from the infinitive. (He bids me *go*. I need not *hesitate*.) See also Verbal.

Inflection. Change in the form of a word to show a modification or shade of meaning. At a very early period in our language there was a separate form for practically every modification. Although separate forms are now less numerous, *inflection* is still a convenient term in grammar. Its scope is general: it includes the declension of nouns, the comparison of adjectives and adverbs, and the conjugation of verbs.

Modify. To be grammatically dependent upon and to limit or alter the quality of. In the expression "The very old man" *the* and *old* modify *man*, and *very* modifies *old*.

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Participle. A word derived from a verb but used regularly as an adjective: A *falling* star. The candle, *falling* from the table, was broken in pieces [*falling* describes *candle*]. The new-*fallen* snow. Five inches of snow, *fallen* since yesterday, makes sleighing good [*fallen* describes *snow*]. The expressions *falling from the table* and *fallen since yesterday* are participial phrases. Though the participle itself regularly modifies like an adjective, adverbial uses are possible (*boiling* hot). Some participial phrases are dual modifiers—the participle serves as an adjective while the entire phrase serves as an adverb modifying a verb (The wind goes *raging over land and sea*). See also Verbal.

Phrase. A group of words NOT containing a verb and its subject and used as a single part of speech—adjective, adverb, or noun. Examples: *With a whistle and a roar* the train arrived [prepositional phrase]. *Bowing his head*, the prisoner listened to the verdict of the jury [participial phrase]. In a loose, untechnical sense *phrase* may refer to any short group of words.

Predicate. The word or word-group in a sentence which makes an assertion about the subject. It consists of a finite verb with or without objects or modifiers.

Predicate adjective. An adjective in the predicate, usually linked with the subject by some form of the verb *be* (*is, was, were, etc.*). (John *is lazy*. The soldiers seemed very *eager*.)

Predicate noun. A noun linked with the subject by some form of the verb *be* or of an equivalent verb. (John *is halfback*. They became our *neighbors*.)

Sentence. A sentence is a group of words containing (1) a subject (with or without modifiers) and a predicate (with or without modifiers) and not grammatically dependent on any words outside of itself; or (2) two or more such expressions related in thought and grammatically connected with each other. Sentences of type 1 are simple or complex; sentences of type 2 are compound. A **simple sentence** contains one independent clause (The dog barks angrily), in which either the subject or the predicate or both may be compound (Men and women dance and sing). A **complex sentence** contains one independent clause, and one or more subordinate clauses (The dog barks when the thief appears). A **compound sentence** contains

GLOSSARY OF THE TERMS OF GRAMMAR

two or more independent clauses (The dog barks, and the thief runs).

Substantive. A noun or word standing in place of a noun. (The *king* summoned *parliament*. The *bravest* are the *tenderest*. She was insoluble.) A **substantive phrase** is a phrase used as a noun. (*From Dan to Beersheba* is a term for the whole of Israel.) A **substantive clause** is a clause used as a noun. (*That he owed the money* is certain.)

Syntax. Construction; the grammatical relation between the words, phrases, and clauses in a sentence. Of each element (word, phrase, or clause) ask yourself, What work in the sentence does this element do? Is it subject, object, verb, modifier, connective, or what? The answer for each element will give you the syntax or construction of that element. The combined answers will give you the syntax of the sentence as a whole.

Verbal. Any form of the verb used as another part of speech. Infinitives, gerunds, and participles are verbals. They are used to indicate action without asserting it, and cannot, therefore, have subjects or be used as predicate verbs. (They may, however, retain some of the functions of verbs; they may take objects or be modified by adverbs. Infinitive with object and with adverbial modifier: "To shoe a horse well requires skill." Gerund with object and with adverbial modifier: "In choosing your goal carefully you will consider the direction of the wind." Participle with object and with adverbial modifier: "The larger bear, casually giving us a glance out of the corner of his eye, began to eat the blackberries.")

VERBALS

		Participle	Gerund	Infinitive
Present	Active	hearing	hearing	to hear
	Passive	being heard	being heard	to be heard
Past	Active	having heard	having heard	to have heard
	Passive	{ having been heard heard	having been heard	to have been heard

GLOSSARY OF THE TERMS OF GRAMMAR

Exercise

A. Copy the following sentences. Show what kind each is by writing after it *simple*, *complex*, or *compound*.

1. A hen cackles when she lays an egg.
2. The wind was violent, and men bucked it with heads down.
3. Though the canoe is frail, it will sustain a heavy load.
4. Ah, Frieda awoke in high spirits.
5. This elevator travels rapidly and halts at only a few floors.
6. To a man who lives in the city this quiet countryside is restful.
7. The old man called, but alas, no one heard him.
8. In a situation of that kind what would you do?
9. The person who left this door unlocked is extremely careless.
10. The messenger said that it was for me, and I asked him how I could find the sender.

B. Write five simple sentences, five complex sentences, and five compound sentences of your own.

C. Make a table like the following and supply the information called for with regard to the italicized phrases in each of the numbered sentences.

<i>The phrase and its number</i>	<i>The kind of phrase (prepositional, participial, gerund, infinitive)</i>	<i>The part of speech (noun, adjective, adverb)</i>	<i>The word or words modified (if any)</i>	<i>Function in the sentence (if not a modifier)</i>
at the chairman's left	prepositional	adjective	man	_____
having turned quickly				

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1. 'The man *at the chairman's left* is our minister.
2. Boyd, *having turned quickly*, laid his hand on my arm.
3. Your obligation *to return the courtesy* is clear.
4. We saw Sam *filling an oil can*.
5. The idea *of his going* is ridiculous.
6. The bells, *heard more distinctly now*, tolled on and on.
7. Caroline lifted the object *with a pothook*.
8. *To have been defeated* is no disgrace.
9. *Our missing the boat* need cause us no regret.
10. Geraldine climbed gaily *to the top of the mow*.
11. My, how quick that child is *to give excuses!*
12. *On observing that others looked at him* Stokes read the placard aloud.
13. Those fiends *are capable of anything*.
14. The speaker will answer questions *pertaining to aeronautics*.
15. We accepted *our having been rebuffed* as philosophically as we could.

D. Make a table like the following and supply the information called for with regard to each of the italicized clauses.

<i>The clause and its number</i>	<i>Kind (main, subordinate)</i>	<i>Kind (noun, adjective, adverb)</i>	<i>The word or words modified (if any)</i>	<i>Function in the sentence (if not a modifier)</i>
1. How tall the tower is	subordinate	noun	_____	subject of <i>can be discovered</i>
2. which is too violent				

1. *How tall the tower is* can easily be discovered.
2. Exercise *which is too violent* puts a strain on the heart.
3. *Daugherty called* while you were away.
4. The truth is *that this butcher does not use honest scales*.
5. I have no use for people *who spread such rumors as that*.
6. *If a run starts in a stocking* it must be sewed up at once.

GRAMMAR

7. *Whoever hulls those walnuts* will surely stain his hands.
8. The rain fell in torrents, and *the gutters overflowed*.
9. Claribel shouted *that the soot in the chimney was afire*.
10. We strung popcorn *whenever we had a Christmas tree to decorate*.
11. He dared not whisper *lest hostile ears should overhear him*.
12. Confidence was not restored, nor *was hope quite abandoned*.
13. That the road was rough and *our conveyance would be primitive* seemed only too likely.
14. Have you inquired *whether the festival has begun?*
15. Hamilton's next proposal, *that a national bank be established*, was angrily debated.

E. Copy two hundred words of good prose from any book. Then classify the phrases by means of a table like that in 58, Exercise C.

F. Copy two hundred words of good prose from any book. Then classify the clauses by means of a table like that in 58, Exercise D.

EXERCISE IN GRAMMAR

9. A. Case of Nouns and Pronouns

Insert apostrophes where they are needed. Strike out the incorrect forms.

1. Why do you think this class pin is hers?
2. It looks wilted to mother and (I, me).
3. Shall we offer our services, you and (I, me)?
4. Be considerate of (whoever, whomever) asks a favor.
5. You can cook more appetizing dishes than (I, me).
6. (We, Us) two felt rather hungry.
7. Is that (she, her) and her assistant?
8. We have sold this years crop.
9. You learn your lessons faster than (he, him).
10. The doubt as to (who, whom) is best qualified is slight.
11. You choose (who, whom) you like.

GRAMMAR

12. The best salesmen, McNary and (he, him), are hopeful of promotion.
13. Oh, yes, our youth will answer dutys call.
14. What persons statement is it that the car is not theirs?
15. The others do not understand pictures as well as (she, her).
16. Let us go to see Knibbs, (who, whom) Brown mentioned in his letter.
17. Point to (whoever, whomever) was with you.
18. I hate my (child, child's) taking such a step.
19. The child is five years of age.
20. The pick of the company, (he, him) and Pedley, were dispatched on a dangerous mission.
21. Dick can jump higher than (I, me).
22. They told Hazel and (I, me) that we must be blindfolded.
23. All the girls except Myrtle and (she, her) were playing.
24. (They, Them) and (he, him) are too noisy.
25. The candidate (who, whom) you thought would be elected lost the race.
26. Go with (whoever, whomever) you prefer.
27. I see him in my minds eye, Horatio.
28. Those friends of yours are irritated at (us, our) getting the credit.
29. Let's prod up the laggards, her sister and (she, her).
30. Be courteous to (whoever, whomever) is there.

B. Case of Nouns and Pronouns

Insert apostrophes where they are needed. Strike out the incorrect forms.

1. Just think of their giving her sister and (she, her) such a trip.
2. (Who, Whom) is it intended for?
3. The man (who, whom) Thayer imagined he had killed was merely wounded.
4. A few of (we, us) girls couldn't dance.
5. Did the referee penalize both the other side and (we, us)?
6. I shall borrow Hesss umbrella or Whites.
7. The problem as to (who, whom) we should appoint is solved.
8. There is no doubt about its being (they, them).

GRAMMAR

9. My father and (I, me) often play chess.
10. I dislike my (father, father's) mixing in politics.
11. The spirits of (we, us) four, Holmes, Walker, Kennard, and (I, me), had by this time drooped sadly.
12. They waited for (he, him) to speak first.
13. That pair of skates is some girls.
14. They asked her cousin and (she, her) to present the flowers to the distinguished visitor.
15. (Me and you, You and I) know better.
16. Those children are always hanging around Letty and (I, me).
17. The treatment cured only one other patient and (she, her).
18. No, that building is the girls dormitory.
19. The only ushers who appeared were (he, him) and his friend.
20. Tell (whoever, whomever) asks for me that I am out.
21. They invited (she, her) and one other girl to be bridesmaids.
22. (Who, Whom) did the committee choose?
23. Her sister is not so graceful as (she, her).
24. It was a dead heat between his opponent and (he, him).
25. Yours is the best of the lot.
26. Such customs seem queer to you and (I, me).
27. The agents lost five weeks salary.
28. (Who, Whom) do you suppose is the guest of honor?
29. They saved some cake for the rest of (we, us) boys.
30. I have heard of a (baby, babys) eating a thimble.

C. Agreement of Pronoun with Antecedent and Verb with Subject

In some of the following sentences there is lack of agreement on the part of the pronoun or pronominal adjective; make the necessary corrections. In some of the sentences a choice between the singular and the plural of the verb is to be made; strike out the incorrect form.

1. I hate these kind of napkins.
2. Anybody can keep their promises if they want to.
3. The smell of those dishes (tantalizes, tantalize) me.

GRAMMAR

4. Each boy has their certificate, have they not?
5. Josephine (doesn't, don't) write to her parents except when she needs money.
6. That herd of cattle (belongs, belong) to the next rancher.
7. Let's get these kind of binders.
8. There (is, are) a switch for these lights in the hallway.
9. An old mare with her colt (stands, stand) in the pasture.
10. Look, every usher is wearing their badge.
11. Your hands will keep warmer if you wear these kind of gloves.
12. The length of the roots (exceeds, exceed) forty feet.
13. An army (needs, need) food even more than weapons.
14. One of the peaches (is, are) rather green.
15. The recipe calls for lemon flavoring, (doesn't, don't) it?
16. Everybody has been told when the march begins, haven't they?
17. It's pranks of those sort that people object to.
18. To sweep floors or wash dishes (is, are) useful work.
19. The cylinders of this motor (operates, operate) smoothly.
20. There (seems, seem) to be grounds for such a belief.

D. Agreement of Pronoun with Antecedent and Verb with Subject

In some of the following sentences there is a lack of agreement on the part of the pronoun or pronominal adjective; make the necessary corrections. In some of the sentences a choice between the singular and plural of the verb is to be made; strike out the incorrect form.

1. A person wears their raincoat or else they get wet.
2. No one knows exactly what it is about, do they?
3. These sort of geraniums (grows, grow) large.
4. The fever no less than the chills (proves, prove) trying.
5. The temperature of sick persons (requires, require) careful watching.
6. Neither house nor tree (is, are) in sight from that point.
7. Neither of us girls had brushed our teeth.

GRAMMAR

8. This part of the report (doesn't, don't) make any sense.
9. Do you often go to these type of lectures?
10. Nobody can say they have not been treated well.
11. The rates to the city (depends, depend) upon the class of transportation.
12. Two thirds of the ore (is, are) not worth taking from the ground.
13. A stain or polish (makes, make) the grain show clearer.
14. Those sort? No, I simply can't bear them.
15. This bill with its amendments (covers, cover) the need.
16. There (is, are) rumors to this effect.
17. The advisory committee (is, are) disputing among themselves.
18. A group (gathers, gather) in the hallway every morning.
19. The servants of the prince (brings, bring) delicious food.
20. Each does as they please. They don't mind the others.

E. *Shall and Will, Should and Would*

Strike out the incorrect forms. If it appears to you that either form could be used, give reasons.

1. (Shall, Will) they read the advertisements?
2. You (shall, will) remain, (shall, will) you not?
3. They (shall, will) almost certainly take a Pullman.
4. Yes, I (shall, will) be there, I suppose.
5. We (should, would) be glad to have an option.
6. (Shall, Will) Elkins be on the program?
7. If you (should, would) be delayed, telephone us.
8. (Shall, Will) we have lunch now?
9. I (shall, will) not permit you to refuse it; you (shall, will) accept.
10. I (should, would) resist to the utmost. Yes, sir; to the utmost.
11. They (shall, will) rue their stubbornness. Mark what I say.
12. (Should, Would) that I could escape this bickering!
13. She (shall, will) caution the children, I am confident.
14. You (should, would) not like it, (should, would) you?
15. We (shall, will) not abandon the ship. We (shall, will) die first.
16. You (should, would) naturally run from danger of that sort.
17. We (shall, will) catch colds, I fear.

18. (Shall, Will) you sing in the choir tomorrow?
19. I (shall, will) not pay any such price. No!
20. She (shall, will) not leave until twelve; I give you my word for it.

F. Tense and Mode

Some of the following sentences offer a choice as to tense; strike out the incorrect forms. Some of the sentences confuse modes; make the necessary corrections.

1. The boys visited the traps which they (set, had set) out.
2. We intended to (check, have checked) those references.
3. A watch should be wound at a fixed time so that the owner does not ever forget it.
4. Every day Ned rode the pony which his father (bought, had bought) for him.
5. If that was my sidewalk I should sweep off the snow.
6. If this dog is properly trained it can make a good watchdog.
7. Oh, that I was nearer that jar of lemonade.
8. He wished you (would answer, would have answered) his letter.
9. I was delighted to (exchange, have exchanged) the article.
10. I am delighted to (exchange, have exchanged) the article.
11. It is necessary that such conduct is frowned upon.
12. Do you move that officers are now to be elected?
13. He declared it was as sure as that two and two (make, made) four.
14. The pioneer resolved to build a cabin. He (goes, went) into the wood and (cuts, cut) down a number of large trees.
15. If you send the article back to the manufacturer, you would get the repairing done more cheaply.
16. If he was my son he shouldn't behave as he does.
17. The postman assured me that Christmas seals (are, were) not allowed on the front of the envelope.
18. First, you get the hammer. Then you should choose the right size of nails.
19. He always avoids drafts in order that he might not catch cold.
20. The merchant took down the goods which the clerk (arranged, had arranged) on the shelves.

GRAMMAR

G. Principal Parts

Strike out the incorrect forms.

Lie and Lay

1. Hubert (lay, laid) there listening to the rain on the roof.
2. Have you (lain, laid) my gloves on the dresser?
3. I (lie, lay) abed late when my parents allow me.
4. You never catch Benito (lying, laying) around doing nothing.
5. Adolph (lay, laid) his hat on the floor.
6. The cook (lay, laid) two slices of cake on Tim's plate.
7. Grimes (lay, laid) the bricks for that wall, didn't he?
8. Have you (lain, laid) on that couch all morning?
9. Sometimes we (lie, lay) there on the bank and watch the minnows dart through the water.
10. For hours the puma (lay, laid) waiting for a chance to leap on the antelope.

Sit and Set

11. We (sat, set) out that dance.
12. Tom was (sitting, setting) on a radiator.
13. It's kind of you to (sit, set) the table.
14. The travelers had (sat, set) out on the journey with misgivings.
15. We (sat, set) out some petunias yesterday.
16. In the field the mowers had all (sat, set) to work.
17. Can you (sit, set) here a minute?
18. May I (sit, set) the rocking chair on the piazza?
19. A bleak November rain (sat, set) in.
20. For an hour at a time she will (sit, set) motionless.
21. Some hens won't (sit, set) on a nest even if you (sit, set) them there.
22. Uncle (sat, set) us a heavy task.
23. Watch those boys (sit, set) their traps.
24. I had often (sat, set) in my grandmother's lap.
25. My niece was (sitting, setting) down a box of chocolates.

GRAMMAR

Rise and Raise

26. The water (rose, riz, raised) to the second story.
27. Can you (rise, raise) up on your toes?
28. The curtain had (risen, raised) before we arrived.
29. We (rose, risen, riz, raised) at dawn.
30. Prices have (risen, raised) this year.

H. Principal Parts—Miscellaneous Verbs

Strike out the incorrect (or less satisfactory) forms.

1. Now don't you (lose, loose) my notebook.
2. Gerard then (froze, frozen) the ice cream.
3. A hermit thrush (sung, sang) in the grove that summer.
4. I haven't (shaken, shook) hands yet with Mr. Turley.
5. A heavy rain had (fell, fallen).
6. Oh, our visitors have already (went, gone).
7. That coffee was as good as any I've ever (drunk, drank).
8. Then Jennie (did, done) a few errands.
9. Have you ever (lead, led) a horse to water?
10. We (wrote, written) to them informally.
11. When I typed to the end of the line a little bell (rung, rang).
12. We had (saw, seen) just seven wild geese.
13. Most sketches begin with the date the man was (born, borne).
14. They (knowed, knew, known) it all along.
15. We sat down and (eat, ate, eaten) a mess of greens.
16. Certainly we have (chose, choosen, chosen) three of the ripest.
17. That day Elmer (run, ran) in the hurdle race.
18. It was the wildest spot I had ever (came, come) on.
19. Hasn't the first bell (rung, rang) yet?
20. Sarah had (went, gone) to a birthday party.
21. The halfback had (broke, broken) his leg.
22. That author has (wrote, written) up hundreds of sheets of foolscap.
23. The chauffeur (throwed, threw) the gears into reverse.
24. We (drove, driven) a herd of cattle across the plains.
25. Oh, that was never (proved, proven) against him.
26. Theodore (sprung, sprang) on the running-board.
27. I (saw, seen) them with my own eyes, boys.

GRAMMAR

28. Yes, indeed, those goods have (shrank, shrunk).
29. Next we (took, taken) a drive in the country.
30. The circus (came, come) to our town last summer.
31. I had often (sang, sung) when I was alone.
32. That was the meanest thing I've ever (did, done).
33. Has he (give, gave, given) us good seats?
34. You (shown, showed) them the gallery, didn't you?
35. Her laughter had never (rung, rang) so merrily before.
36. We can't leave off now that we've (begun, began).
37. Have you ever (took, taken) chemistry?
38. Thurlow (give, gave, given) a party last week.
39. Clifford slipped in and (rang, rung) the bell.
40. How far had you (rode, ridden) before you (came, come) to the place where the bitter-sweet (hanged, hung)?

I. Adjective and Adverb

Strike out the incorrect (or less satisfactory) forms.

1. Job answered (patient, patiently).
2. Milady yawned (weary, wearily).
3. Welch groped (blind, blindly) along the dark stairway.
4. Laughing (boisterous, boisterously), the company dispersed.
5. The old lady sits (erect, erectly) in spite of her years.
6. I ask it (special, especially) for your sake.
7. The accused asked for a (jury trial, trial by jury).
8. Why drive so (reckless, recklessly)?
9. The fire spread (rapid, rapidly).
10. You are pale. Do you feel (bad, badly)?
11. That's a (real, really) pretty gown.
12. The squadron rallied (brave, bravely).
13. So (swift, swiftly) he struck that his foes were astounded.
14. Do they proceed as (ruthless, ruthlessly) as that?
15. Is there any reason to accept so (eager, eagerly)?
16. The valley opened (fair, fairly) and (smiling, smilingly) before us.
17. Act (wild, wildly) to deceive them.
18. The milk is delivered (punctual, punctually) at nine and two thirty.
19. Did you read about the (North Dakota disaster, disaster in North Dakota)?

GRAMMAR

20. Bend (low, lowly) or they will see you.
21. Night came and the wind blew more (furious, furiously) still.
22. Leaping (repeated, repeatedly), the salmon try to clear the water-fall.
23. Have there been many (real estate transfers, transfers of real estate) lately?
24. Please consult the (above, above-mentioned) officers.
25. "Does your ear ache (acute, acutely)?" the doctor asked.

J. Adjective and Adverb

Strike out the incorrect (or less satisfactory) forms.

1. That (sure, surely) was good cake.
2. Walk (careful, carefully) or you will disturb the patients.
3. By now the child was (real, really) hungry.
4. Do you hear (good, well) in that seat?
5. The machinery clogs (bad, badly).
6. Can you sew as (neat, neatly) as Carrie?
7. Diving in (prompt, promptly), Moore swam toward the buoy.
8. The dwarf tasted the food (hopeful, hopefully).
9. Then we lay down and rested (some, somewhat).
10. Why, that's a (real, really) bargain.
11. Shall we act as (rude, rudely) as they?
12. That seems (reasonable, reasonably).
13. Mt. Hood rises (majestic, majestically) in the distance.
14. I feel (wretched, wretchedly).
15. Feel those thorns (cautious, cautiously).
16. See the (above excerpt, excerpt given above).
17. The horse stood (trembling, tremblingly).
18. Step (high, highly) or you will stumble.
19. Sing (loud, loudly), for the hall is large.
20. The prospect looks (pleasing, pleasingly).
21. The president recommends a (salary reduction, reduction in salary) for most of the employees.
22. (Speedy, Speedily) he sounds the alarm.
23. Those high notes sound (charming, charmingly).
24. Our hostess came (smiling, smilingly) to greet us.
25. The sword-swallower looked (angry, angrily) at the tattooed man.

DICTION

Wordiness

0. Be concise. Strike out unnecessary words and constructions.

Roundabout impersonal construction: There are many interesting things which may be seen in New York. [12 words.]

Better: Many interesting things may be seen in New York. [9 words.]

Clause to be reduced to a phrase: The skeleton which stood in the office of Dr. Willard was terrifying to little Cecil. [15 words.]

Right: The skeleton in Dr. Willard's office was terrifying to little Cecil. [11 words.]

Clause and phrase each to be reduced to a word: Men who cared only for their individual interests were now in a state of discouragement. [15 words.]

Right: Selfish men were now discouraged. [5 words.]

Separate predication in excess: That day I was shocking wheat behind the binder. Shocking wheat behind the binder was my usual job in harvest. That day while I was working at this job, I found a nest full of partridge eggs. [37 words.]

Right: That day, while shocking wheat behind the binder, my usual job in harvest, I found a nest full of partridge eggs. [21 words.]

Inflated writing: She was supreme in beauty among the daughters of Eve whom his ravished eyes had hitherto beheld. [17 words.]

Right: She was the most beautiful woman he had ever seen. [10 words.]

The useless repetition of an idea in different words is called tautology.

Tautology: He had an entire monopoly of the whole fruit trade. [This is like saying "black blackbird."]

Right: He had a monopoly of the fruit trade.

DICTION: WORDINESS

Redundant or tautological expressions:

this here	total effect of all this
where at	big in size
return back	small in size
ascend up	square in shape
repeat again	triangular in form
meet up with	circular in form
combined together	perfectly all right
biography of his life	utter absence of
good benefits	quite round
fellow playmates	many in number
Hallowe'en evening	strict accuracy
important essentials	absolutely annihilated
indorse on the back	still continue to
necessary requisite	absolutely new creation

Note 1.—Do not thrust into a sentence “floating” elements, words superfluous in grammar and thought.

Floating subject: George Landon *he* marched in front. [Omit *he*.]

Floating object: Whatever she tries to do, she does *it* well. [Omit *it*.]

Floating conjunction: He resolved that when he could *that* he would.
[Omit *that*.]

Floating preposition: My free booklet will give you the astonishing information *of* how to learn music in your own home. [Omit *of*.]

Exercise

1. That day I had a snake bite me.
2. They each carried twenty pounds apiece.
3. Of the men on the raft six of them were Italians.
4. That summer the grasshoppers were innumerable in number.
5. The new stockings I bought, I bought them to match my new dress.
6. I understand that when you leave your car in a parking station that you are given a check.
7. Shakespeare had many great contemporaries who lived in that age.
8. The man who writes a book must wonder what the people are like who read the book.
9. There is a famous clock which stands in the Parliament Building

DICTION: TRITENESS

and which is called Big Ben, and it is in the tower of the Parliament Building.

10. The canine quadruped was under suspicion of having obliterated by a process of mastication that article of sustenance which the butcher deposits at our posterior portal.

Triteness

- 1. Avoid trite or hackneyed expressions.** Such expressions may be tags from everyday speech (*tired but happy, had the time of my life*), or stale phrases from newspapers (*taken into custody, the officiating clergyman*), or humorous substitutions (*ferocious canine, paternal ancestor*), or forced synonyms (*gridiron heroes, the Hoosier metropolis*), or conventional fine writing (*reigns supreme, all nature seemed to . . .*), or euphemisms (*retire for go to bed, pass away for die*), or overworked quotations from literature (*monarch of all I survey, footprints on the sands of time*).

List of trite expressions:

along these lines	sadder but wiser
meets the eye	✓did justice to a dinner
feathered songsters	a goodly number
a long-felt want	budding genius
the last sad rites	beggars description
launched into eternity	a dull thud
✓last but not least	silence broken only by
doomed to disappointment	wended their way
at one fell swoop	abreast of the times
trees stood like sentinels	the proud possessor
method in his madness	too full for utterance
sun-kissed meadows	a pugilistic encounter
the worse for wear	conspicuous by its absence
✓hoping you are the same	with whom they come in contact
nipped in the bud	exception proves the rule
the happy pair	favor with a selection

DICTION: THE EXACT WORD

seething mass of humanity	as luck would have it
specimen of humanity	more easily imagined than described
with bated breath	where ignorance is bliss
✓ green with envy	bring us a message
has an inferiority complex	the third time is the charm

Exercise

1. Half-wrecked by the storm, the *Vixen* limped into port.
2. This two-bagger came like a bolt from the blue and proved that our team had not yet won out.
3. Last but not least, Bruno Cadorna will favor us with a selection on the violin.
4. Each and every time a new speaker arose he said each and every thing that each and every other speaker had said.
5. Yours received and contents noted, and beg to state in reply that shipment was made on the 11th inst.

The Exact Word

62. Find the exact word. Do not be content with a loose or approximate expression of your thought.

Abused nouns: One *factor* of these Dutch homes is cleanliness. [Use *characteristic*.]

Promptness is an *item* which a manager should possess. [Use *quality*.]

Pythagoras studied mathematics, and made valuable discoveries *along that line*. [Use *in this field*.]

Loose adjectives or adverbs: He looked *awfully funny* when I told him he had made a mistake. [Use *surprised*.]

Apple pie is *fine*. [Use *delicious*.]

That song is *perfectly* absurd. [Strike out *perfectly*.]

Undiscriminating verbs: It was an old building *fixed* into a garage. [Use *made over*.]

He had not sufficiently *regarded* the difficulties of the task. [Use *considered*.]

Can you *feature* that? [Use *imagine*.]

DICTION: CONCRETENESS

Note.—Make a study of synonyms. Choose the word which expresses the precise meaning, and if possible the precise shade of meaning. Such words as *proposition*, *nice*, *said* are often used too loosely. Observe the possible gain in definiteness by substitution:

For *proposition* (noun): *transaction*, *undertaking*, *venture*, *recourse*, *suggestion*, *overture*, *proposal*, *proffer*, *convenience*, *difficulty*, *thesis*, or *doctrine*.

For *nice* (adjective): *discriminating*, *precise*, *fastidious*, *dainty*, *neat*, *pretty*, *pleasant*, *fragrant*, *delicious*, *well-behaved*, *good*, *fine*, or *moral*.

For *said* (verb): *declared*, *related*, *insisted*, *exclaimed*, *added*, *repeated*, *replied*, *admitted*, *commented*, *corrected*, *protested*, *explained*, *besought*, *interrupted*, *inquired*, *stammered*, *sighed*, *murmured*, or *thundered*.

Exercise

- ✓ 1. They gave us a keen reception.
2. Cold? I should say so. I'm frozen stiff.
3. Can you negotiate that hill in high?
4. Food, food! I'm starved to death.
- ✓ 5. One of the critics I contacted went to extolling the imaginary powers of Coleridge.
- ✓ 6. When Ronald dropped his fork he turned every color in the rainbow.
7. It is whispered that the jury was fixed.
- ✓ 8. Can you feature your uncle in company like that?
9. Arthur dreamed from his boyhood of being a diplomat, but it was only by chance that he did so.
10. Mother asked the grocer for an empty barrel of flour to make a chicken coop for our dog.

Concreteness

3. Concrete words are often more effective than vague, general, or abstract words.

Not specific: She held herself aloof from her brothers' games and amusements.

DICTION: SOUND

Concrete: She never played soldier or sailed paper boats with her brothers.

No appeal to the senses: I liked to watch the servant girl as she moved about the kitchen, preparing our morning repast.

Concrete: I liked to watch Norah as she fried our crisp breakfast bacon and browned our buckwheat cakes.

Flat, not readily visualized: The first inhabitants overcame the barriers to settlement about a century ago.

Concrete: Rough backwoodsmen broke through the underbrush and swamp-land a century ago.

Exercise

1. There are a few games I especially like to play.
2. The monarch took forceful measures against his enemies.
3. In one place you can see some queer people.
4. The drum major wears an extraordinary costume.
- ✓ 5. The sounds I heard from my room in the hotel told me I was near an intersection.
6. The scientists dug up the bones of an extinct species of animal.
7. There are several interesting articles in the living room.
- ✓ 8. Jimmie made straight for the toys which pleased him most.
9. To a boy it is fascinating to watch some of the activities in a garage.
- ✓ 10. There were many striking things in the parade.

Sound

64. Avoid the frequent repetition of a word or sound, especially if it be conspicuous or unpleasant.

Bad: He is an exceedingly orderly secretary.

Better: As a secretary he is very systematic. [Or] The secretary is very systematic.

Bad: Immediately the squirrel hid himself behind the hickory tree.

Better: Immediately the squirrel dodged behind the hickory tree.

Unfortunate rime: Bert did not dare to go home with wet hair.

Better: Bert did not dare to go home with his hair wet. [Or] Bert was afraid to go home with wet hair.

DICTION: SUBTLE VIOLATIONS

Exercise

- ✓1. Howard hung howling from the rafter.
- ✓2. The miser is old and is said to have gold.
- ✓3. The officer shouted loudly, thus causing a pause in the brawling.
 4. Goodness me, we found kindness and friendliness everywhere.
 5. In so dire a situation they just sit and talk.
 6. The poor wretch crawled out of the wreck.
 7. This year there is more need for charity than is usually necessary.
 8. Please see if these are the seats we reserved.
 9. Susan's girls' studies aren't progressing especially well.
10. Hank slipped on his slippers and tried to find whether the house was afire.

Subtle Violations of Good Use:

Colloquialisms, Faulty Idioms, Mixed Imagery

5. Avoid subtle violations of good use, particularly (a) inappropriate colloquialisms, (b) faulty idioms, and (c) mixed imagery.
- a. Do not carry the standards of conversation into formal writing.

Colloquial usage is more free than literary usage. The colloquial sentence *That's the man I talked with* becomes in writing *That is the man with whom I talked*. The colloquial sentence *It was a cold day but there wasn't any wind blowing* is a loose string of words. Written discourse requires greater tension and more care in subordinating minor ideas: *The day, though cold, was still*. Contractions are proper in conversation, and in personal or informal writing. In formal writing they are not appropriate. And do not let such expressions as *He doesn't*, *We aren't*, *It's proved*, used in talk by careful speakers, mislead you into expres-

DICTION: SUBTLE VIOLATIONS

sions like *He don't*, *We ain't*, *It's proven*, which violate even colloquial good use.

b. Make your expression conform to English idiom.

A faulty idiom is an expression which, though correct in grammar and general meaning, combines words in a manner contrary to usage. Idioms are established by custom, and cannot be explained by logical rules. "I enjoy to read" is wrong, not because the words offend logic or grammar, but merely because people do not instinctively make that combination of words. "I like to read" and "I enjoy reading" are good idioms.

Faulty Idioms

in the city Toledo
in the year of 1920
I hope you a good time
different than
enamored with
the Rev. Hopkins
possessed with ability
stay to home
listen at
independent from
in search for
comply to
remember of
win out

Correct Idioms

in the city of Toledo
in the year 1920
I wish you a good time
different from
enamored of
the Reverend Mr. Hopkins
possessed of ability
stay at home
listen to
independent of
in search of
comply with
remember
win

Observe that many idioms are concerned with prepositions. Make sure that a verb or adjective is accompanied by the right preposition. Study the following list of correct idioms:

accused of (a theft)
accused by (a person)

according to (rules)
accord with (a person)

DICTION: SUBTLE VIOLATIONS

agree with (a person)	correspond to (things)
agree to (a proposal)	correspond with (persons)
agreeable to	
angry at (a condition)	part from (a person)
angry with (a person)	part with (a thing)
careful about (an affair)	wait for (a person or thing)
careful of (one's money)	wait on (a customer)
convenient to (a person)	
convenient for (a purpose)	

c. Avoid phrases which may call up conflicting mental images. When using metaphor, simile, etc., carry one figure of speech through, instead of shifting to another, or dropping suddenly back into literal speech.

Crude: The Republicans have gained a foothold in the heart of the cotton belt.

Right: The Republicans have gained a foothold in the South.

Crude: A key-note of sincerity should be the mainspring of a well-built speech. [*Key-note* suggests music; *mainspring* suggests mechanics; *well-built* suggests carpentry.]

Right: A key-note of sincerity should run through a good speech. [Or] Sincerity should be the mainspring and motive of a speech. [Or] Sincerity should be the foundation of a well-built speech.

Crude: He traveled a rough road and climbed with his burden the ladder of success, where he is a glowing example and guide to other men. [The suggestion which a reader with a sense of humor may get is that a man starts out as a traveler, suddenly becomes a hod-carrier, and is then transformed into a bonfire or a lighthouse.]

Right: He traveled a rough road, but found success. Other men followed in his steps.

Incongruous: Spring came scattering flowers, and there was rain a great per cent of the time. [This sentence mingles the language of poetry with the language of science. It should be fanciful, or else literal, throughout.]

DICTION: GROSS VIOLATIONS

Right: Spring came scattering flowers and rain. [Or] Spring came with much rain and many flowers.

Exercise

1. In compliance to your request we send the rugs on approval.
2. I don't know as I can, for I've never proven my skill.
3. The shepherd stood wool-gathering while his flock grazed about him.
4. Let's have a rising vote, and then we'll know how everybody stands on the question.
5. The fins of a fish correspond with the wings of a bird.

Gross Violations of Good Use:

Barbarisms, Improprieties, Slang

66. Avoid gross violations of good use, particularly (a) barbarisms, (b) improprieties, and (c) slang.

- a. Barbarisms are distortions of words in good use, or coinages for which there is no need. Examples: *to concertize*, *to burgle* or *burglarize*, *busted*, *attackted*, *flustrated*, *alright*, *a-plenty*, *most* (for *almost*), *performess*, *fake*, *pep*, *tasty*, *sorta*, *kinda*, *muchly*, *illy*, *complected*, *undoubtably*, *nowheres*, *soph*, *lab*, *gents*.
- b. Improprieties are words wrenched from one part of speech to another, or made to perform an unnatural service. Examples: *to suspicion*, *to gesture*, *to suicide*, *a steal*, *a try*, *a go*, *an invite*, *the eats*, *humans*, *some or real or swell* (as adverbs), *like* (as a conjunction).
- c. Slang is speech consisting either of uncouth expressions of illiterate origin, or of legitimate expressions used in grotesque or irregular senses. Though sometimes (witness eighteenth century *mob*, and nineteenth century *bun-*

DICTION: GROSS VIOLATIONS

combe) it satisfies a real need and becomes established in the language, in most instances it is short-lived (witness the thieves' talk in *Oliver Twist*, or passages from any song popular in musical comedy five years ago). Vicious types of slang are:

Expressions of vulgar origin (from criminal classes, the prize ring, the vaudeville circuit, etc.): *get pinched, down and out, took the count, bum hunch, nix on the comedy stuff, get across, croak.*

Language strained or distorted for novel effect: *performed the feed act at a bang-up gastronomic emporium, bingled a tall drive that made the horsehide ramble out into center garden.*

Blanket expressions used as substitutes for thinking: *corking, stunning, ain't it fierce? can you beat it? going some, just so I get by with it.*

The use of the last-named type is most to be regretted. It leads to a mental habit of phonographic repetition, with no resort to independent thinking. If a man really desires to use slang, let him invent new expressions every day, and make them fit the specific occasion.

Exercise

1. The supply is most exhausted.
2. Oh, can the excuses.
3. We began to suspicion him right off.
4. As we said in our last letter, Rev. Brown, the idea's O. K., but just try to put it across.
5. Trying to swallow when people look me in the face gets my goat every time.
6. He enthuses quickly and gets all het up.
7. We aren't nowhere near the end, gents.
8. You've got a stand-in with the old man, haven't you?
9. Irregardless of what you say, that jane is a dumb-bell.
10. Do they serve good eats at that joint?
11. We hadn't ought to do that.

DICTION: WORDS OFTEN CONFUSED

12. Yours just to hand. The decision's up to you, Mr. Kerr.
13. I used to could skate very well.
14. This rope is plenty strong.
15. Is it real sure he'll see matters like we do?

Words Often Confused in Meaning

67. Do not confuse or interchange the meanings of the following words:

Accept and except. *Accept* means *to receive*; *except* as a verb means *to exclude* and as a preposition means *with the exception of*.

Affect and effect. *Affect* is not used as a noun; *effect* as a noun means *result*. As verbs, *affect* means *to influence in part*; *effect* means *to accomplish totally*. "His story affected me deeply." "The Russians effected a revolution." *Affect* also has a special meaning *to feign*. "She had an affected manner."

Allusion and illusion. *Allusion* means a *reference*; *illusion* means a *deceptive appearance*. "A Biblical allusion." "An optical illusion."

Already and all ready. *Already* means *by this time or beforehand*; *all ready* means *wholly ready*. "I have already invited him." "Dinner is all ready." "We are all ready for dinner."

Altogether and all together. *Altogether* means *wholly, entirely*; *all together* means *collectively, in a group*. "He is altogether honest." "The King sent the people all together into exile."

Can and may. *Can* means *to be able*; *may* means *to have permission*. *Can* for *may* has a certain colloquial standing, but is condemned by literary usage.

Credible and creditable. *Credible* means *capable or worthy of belief*; *creditable* means *meritorious*.

Emigrate and immigrate. *Emigrate* means *to go out from a country*; *immigrate* means *to enter into a country*. The same man may be an *emigrant* when he leaves Europe, and an *immigrant* when he enters America.

Hanged and hung. *Hanged* is the correct past tense of *hang* in the sense *put to death, hanged on the gallows*; *hung* is the correct past tense for the general meaning *suspended*.

DICTION: WORDS OFTEN CONFUSED

Healthy and healthful. *Healthy* means *having health*; *healthful* means *giving health*. "Milk is healthful." "The climate of Colorado is healthful." "The boy is healthy."

Hygienic and sanitary. Both words mean *pertaining to health*. *Hygienic* is used when the condition is a matter of personal habits or rules; *sanitary* is used when the condition is a matter of surroundings (water supply, food supply, sewage disposal, etc.) or the relations of numbers of people.

Instants and instance. *Instants* means *small portions of time*; *instance* means *an example*.

Later and latter. *Later* means *more late*; *latter* means *the second in a series of two*. "The latter" is used in conjunction with the phrase "the former."

Lead and led. *Led* is the past tense of the verb *to lead*. *Lead* is the present tense.

Learn and teach. *Learn* means *to get knowledge of*; *teach* means *to give knowledge of or to*. "The instructor *teaches* (not *learns*) me physics." "He *learns* his lessons easily."

Leave and let. *Leave* means *to abandon*; *let* means *to permit*.

Less and fewer. *Less* refers to quantity; *fewer* refers to number. "He has *fewer* (not *less*) horses than he needs."

Liable, likely, and apt. *Likely* merely predicts; *liable* conveys the additional idea of harm or responsibility. *Apt* applies usually to persons, in the sense of *having natural capability*, and sometimes to things, in the sense of *fitting, appropriate*. "It is likely to be a pleasant day." "I fear it is liable to rain." "He is liable for damages." "He is an apt lad at his books." "That is an apt phrase."

Lie and lay. *Lay*, a transitive verb, means *to cause to lie*. "I lay the book on the table and it lies there." "Now I lay me down to sleep." A source of confusion between the two words is that the past tense of *lie* is *lay*:

I lie down to sleep.

I lay the book on the table.

I lay there yesterday.

I laid it there yesterday.

I have lain here for hours.

I have laid it there many times.

Like and as or as if. *Like* is in good use as a preposition, and may be followed by a noun; *as* is in good use as a conjunction, and

DICTION: WORDS OFTEN CONFUSED

may be followed by a clause. "He is tall like his father." "He is tall, as his father is." "It looks *as if* (not *like*) it were going to rain."

Lose and loose. *Lose* means *to cease having*; *loose* as a verb means *to set free*, and as an adjective, *free, not bound*.

Practical and practicable. *Practical* means *not theoretical*; *practicable* means *capable of being put into practice*. "A practical man." "The arrangement is practicable."

Principal and principle. *Principal* as an adjective means *chief or leading*; *principle* as a noun means *a general truth*. *Principal* as a noun means *a sum of money, or the chief official of a school*.

Proof and evidence. In a law court, *proof* is *evidence sufficient to establish a fact*; *evidence* is *whatever is brought forward in an attempt to establish a fact*. "The evidence against the prisoner was extensive but hardly proof of his guilt." In ordinary speech, *proof* is sometimes loosely used as a synonym for *evidence*.

Quiet and quite. *Quiet* is an adjective meaning *calm, not noisy*; *quite* is an adverb meaning *entirely*.

Respectfully and respectively. *Respectfully* means *in a courteous manner*; *respectively* means *in a way proper to each*. "Yours respectfully" (not *respectively*). "He handed the commissions to Gray and Hodgins respectively."

Rise and raise. *Rise* is an intransitive verb; *raise* is a transitive verb. "I rise to go home." "I raise vegetables." "I raise the stone from the ground."

Sit and set. *Set*, a transitive verb, means *to cause to sit*. "He sets it in the corner and it sits there." The past tense of *sit* is *sat*.

I sit down.

He sat in this very chair.

He has sat there an hour.

I always set it in its place.

I set it in its place yesterday.

I have always set it just here.

Two special expressions, "The hen sets" and "The sun (moon, star) sets," though sometimes attacked as illogical, are justified by usage.

Stationary and stationery. *Stationary* is an adjective meaning *fixed*, *stationery* is a noun meaning *writing materials*.

Statue, stature, and statute. *Statue* means *a carved or moulded figure*; *stature* means *height*; *statute* means *a law*.

GLOSSARY OF FAULTY DICTION

Exercise

Strike out the incorrect forms.

1. You can now buy (~~stationary~~, stationery) at a reduction.
2. (~~Less~~, Fewer) hogs are raised on this farm than on the other.
3. The essay is full of (allusions, ~~illusions~~) to Dante.
4. Did you (lose, ~~loose~~) your thimble?
5. We collected the debt, (principal, ~~principle~~) and interest.
6. (~~Can~~, May) I have an itemized statement, please?
7. It seems (~~like~~, as if) we shall never reach the top.
8. For (~~instants~~, instance), we have an air-cooling system.
9. Do not be (~~mislend~~, misled).
10. By this time the rioters were (~~quiet~~, quite) subdued.

Glossary of Faulty Diction

68. Avoid faulty diction.

Accidentally. No such word exists. Use *accidentally*.

Ad (for *advertisement*). Avoid in formal writing and speaking.

Ain't. Never correct. Say *I'm not*, *you [we, they] aren't*, *he [she, it] isn't*.

All the farther, all the faster. Crude. Use *as far as*, *as fast as*, in such sentences as "This is all the farther I can go."

Alright. No such word exists. Use *all right*.

Anyplace. No such word exists. Use *any place*.

As. (a) Incorrect in the sense of *that* or *whether*. "I don't know *whether* (not *as*) I can tell you." "Not *that* (not *as*) I know." (b) *As . . . as* are correlatives. *Than* must not replace the second *as*. Right: "As good as or better than his neighbors." "As good as his neighbors, or better [than they]." See 57.

Auto. An abbreviation not desirable in formal writing.

Awful. Means *filling with awe* or *filled with awe*. Do not use in the sense of *uncivil*, *serious*, or *ludicrous*, or (in the adverbial form) in the sense of *very*, *extremely*.

Balance. Incorrect when used in the sense of *remainder*.

Because. Not to be used for *the fact that*. "*The fact that* (not *because*) he is absent is no reason why we should not proceed." See 5.

Between. Ordinarily used of two persons or things, in distinction to

GLOSSARY OF FAULTY DICTION

- among*, which is used of more than two. But in certain collective relationships *among* does not convey the idea intended and *between* should be employed. Multiple contrast: "There are marked temperamental differences between Slavs, Teutons, and Latins." Each item considered severally in relation to each of the others: "Conferences between Ordway, Cantwell, and Leaman clarified all uncertainties as to their respective claims." Reciprocal action: "An alliance was effected between Germany, Austria, and Italy."
- Blame on.** A crudity for *put the blame on* or *blame*. Faulty: "Don't blame it on me." Better: "Don't blame me."
- Borned.** A monstrosity for *born*. "I was *born* (not *borned*) in 1917."
- Bursted.** The past tense of *burst* is the same as the present.
- Bust or busted.** Vulgar for *burst*. Right: "The balloon *burst*." "The bank *failed*."
- But what.** *That* is often preferable. "I do not doubt *that* (not *but what*) he is honest."
- Canine.** An adjective. Not in good use as a noun.
- Cannot help but.** A confusion of *can but* and *cannot help*. "I can but believe you"; or "I cannot help believing you"; not "I cannot help but believe you." See 34.
- Caused by.** Not to be used to refer to a verb or to the diffused idea of a clause (see Dangling Participle, 23). Wrong: "He was disappointed, caused by the lateness of the train." Right: "His disappointment was caused by the lateness of the train."
- Claim.** Means *to demand as a right*. Incorrect for *maintain* or *assert*.
- Complected** is not a word in good standing. *Light complected* and *dark complected*, though correct, are long and awkward. Prefer *fair* and *dark*.
- Considerable.** An adjective, not an adverb. "He talked *considerably* (not *considerable*) about it."
- Could of.** An illiterate form arising from slovenly pronunciation. Use *could have*. Avoid also *may of*, *must of*, *would of*, etc.
- Data.** Plural. The singular (seldom used) is *datum*. Compare *stratum*, *strata*; *erratum*, *errata*.
- Demean.** Means *to conduct oneself*, not *to lower* or *to degrade*.

GLOSSARY OF FAULTY DICTION

Different than. *Different from* is correct. *Than* is a conjunction. The idea of separation implied in *different* calls for a preposition, rather than a word of comparison.

Disremember. Not in good use.

Done. A gross error when used as the past tense of *do*, or as an adverb meaning *already*. "I did it (not I done it)." "I've already (not done) got my lessons."

Don't. A contraction for *do not*; never to be used for *does not*. The contraction of *does not* is *doesn't*. See 52d.

Drowned. Vulgar for *drowned*.

Due to. To be used only when it refers definitely to a noun. Faulty: "He refused the offer, due to his father's opposition." Right: "His refusal of the offer was due to his father's opposition." The noun *refusal* should be used instead of the verb *refused*. Then *due* will have a definite reference.

Enthuse. Not in good use.

Etc. An abbreviation for the Latin *et cetera*, meaning *and other* [things]. *Et* means *and*; therefore avoid *and etc.* Do not misspell the abbreviation by transposing *t* and *c*.

Etc. should be followed (as well as preceded) by a comma, even when inserted after a single word. "You will find stationery, etc., in the observation car."

Expect. Means *to look forward to*. Hardly correct in the sense of *suppose*.

Fine. Use cautiously as an adjective, and not at all as an adverb. Seek a more exact word. See 62.

Fix. Overused and often abused. Choose a more exact word when you can.

Former. Means the first or first named of two. Not to be used when more than two have been named. The corresponding word is *latter*.

For to. Incorrect for *to*. "I want you (not for you) to listen carefully." "He made up his mind to (not for to) accept."

Gent. A vulgar abbreviation of *gentleman*.

Good. An adjective, not an adverb. Wrong: "He did good in mathematics." Right: "He did well in mathematics." "He did good work in mathematics."

GLOSSARY OF FAULTY DICTION

Gotten. An old form now usually replaced by *got* except in such expressions as *ill-gotten gains*.

Guess. Expresses conjecture. Not to be used in formal composition for *think*, *suppose*, or *expect*.

Had of. Illiterate. "I wish I *had known* (not *had of known*) about it."

Had ought. A vulgarism. "He *ought* (not *had ought*) to have resigned."
We *oughtn't* (not *hadn't ought*) to make this error."

Hardly. Not to be used with a negative. See 35.

Home. Do not use when you mean simply *house*.

Human or humans. Not in good use as a noun. Say *human being*.
Right: "The house was not fit for *human beings* (not *humans*) to live in."

If. Prefer *whether* in such sentences as the following: "I can't say *whether* (not *if*) the laundry will be finished today."

In. Often misused for *into*. "He jumped *into* (not *in*) the pond."

It's. Means *it is*; not to be written for the possessive *its*.

Kind of. (a) Should not modify adjectives or verbs. "He was *somewhat* (not *kind of*) lean." "She *partly suspected* (not *She kind of suspected*) what was going on." (b) When using with a noun, do not follow by *a*. "That kind of man"; not "That kind of a man."

Like. To be followed by a substantive; never by a substantive and a verb. "He ran like a deer." "Do *as* (not *like*) I do." "She felt *as if* (not *like*) she was going to faint." *Like* is a preposition; *as* is a conjunction.

Literally. Do not use where you plainly do not mean it, as in the sentence, "I was literally tickled to death."

Loan. *Lend* is in better use as a verb.

Locate. Do not use for *settle* or *establish oneself*.

Lose out. Not used in formal writing. Say *lose*.

Lots of. A mercantile term which has a dubious colloquial standing.
Not in good literary use for *many* or *much*.

Might of. A vulgarism for *might have*.

Most. Do not use for *almost*. "*Almost* (not *most*) all."

Muchly. Not in good use. Say *much*.

Myself. Intensive or reflexive; do not use when the simple personal pronoun would suffice. "I saw them myself." "Some friends and I (not *myself*) went walking."

GLOSSARY OF FAULTY DICTION

Neither. Used with *nor*, and not with *or*. "Neither the man whom his associates had suspected *nor* (not *or*) the one whom the police had arrested was the criminal." "She could neither paint a good picture *nor* (not *or*) play the violin well."

Nice. Means *delicate* or *precise*. *Nice* is used in a loose colloquial way to indicate general approval, but should not be so used in formal writing. Right: "He displayed nice judgment." "We had a *pleasant* (not *nice*) time." See 62.

Nowhere near. Vulgar for *not nearly*.

Nowheres. Vulgar.

O and Oh. *O* is used with a noun in direct address; it is not separated from the noun by any marks of punctuation. *Oh* is used as an interjection; it is followed by a comma or an exclamation point. "Hear, O king, what thy servants would say." "Oh, dear!"

Of. Do not use for *have* in such combinations as *should have*, *may have*, *ought to have*.

Off of. Use *off* alone. "He jumped *off* (not *off of*) the platform."

Onto. *On*, *upon*, or *on to* is preferable.

Ought to of. A vulgarism for *ought to have*.

Over with. Crude for *over*.

Pants. *Trousers* is the approved term in literary usage. *Pants* (from *pantaloons*) has found some degree of colloquial and commercial acceptance.

Party. Not to be used for *person*, except in legal phrases.

Phenomena. Plural. "It was an interesting *phenomenon* (not *phenomena*)."

Phone. A contraction not employed in formal writing. Say *telephone*.

Plenty. A noun; not in good use as an adjective or an adverb. "He had *plenty of* (not *plenty*) resources." "He had *resources in plenty* (not *resources plenty*)."

Proposition. Means a *thing proposed*. Do not use loosely, as in the sentence: "A berth on a Pullman is a good proposition during a railway journey at night." See 62.

Proven. Prefer *proved*.

Providing. Prefer *provided* in such expressions as "I will vote for him *provided* (not *providing*) he is a candidate."

GLOSSARY OF FAULTY DICTION

Quite a. Colloquial in such expressions as *quite a while*, *quite a few*, *quite a number*.

Rarely ever. Crude for *rarely*, *hardly ever*.

Real. Crude for *very* or *really*. "She was *very* (not *real*) intelligent." "He was *really* (not *real*) brave."

Remember of. Not to be used for *remember*.

Right smart and Right smart of. Extremely vulgar.

Same. No longer used as a pronoun except in legal documents. "He saw her drop the purse and restored *it* (not *the same*) to her."

Scarcely. Not to be used with a negative. See 35.

Seldom ever. Crude for *seldom*, *hardly ever*.

Shall. Do not confuse with *will*. See 53.

Sight. *A sight* or *a sight of* is very crude for *many*, *much*, *a great deal of*. "*A great many* (not *a sight*) of them."

So. Not incorrect, but loose, vague, and often unnecessary. (a) As an intensive, the frequent use of *so* has been christened "the feminine demonstrative." Hackneyed: "I was *so* surprised." Better: "I was much surprised." Or, "I was surprised." (b) As a connective, the frequent use of *so* is a mark of amateurishness. See 36 Note.

Some. Not to be used as an adverb. "She was *somewhat* (not *some*) better the next day." Wrong: "He studied *some* that night." Right: "He did *some* studying that night."

Some place without a preposition before it is not a correct equivalent for the adverb *somewhere*.

Somewheres. Very crude. Use *somewhere*.

Species. Has the same form in singular and plural. "He discovered a new *species* (not *specie*) of sunflower."

Such. (a) To be completed by *that*, rather than by *so that*, when a result clause follows. "There was such a crowd *that* (not *so that*) he did not find his friends." (b) To be completed by *as*, rather than by *that*, *who*, or *which*, when a relative clause follows. "I will accept such arrangements *as* (not *that*) may be made." "He called upon such soldiers *as* (not *who*) would volunteer for this service to step forward."

Superior than. Not in good use for *superior to*.

Sure. Avoid the crude adverbial use. "It *surely* (not *sure*) was pleasant." In answer to the question, "Will you go?" either *sure* or

GLOSSARY OF FAULTY DICTION

surely is correct, though *surely* is preferred. "[To be] sure." "[You may be] sure." "[I will] surely [go]."

Suspicion. A noun. Never to be used as a verb.

Take and. Often unnecessary, sometimes crude. Redundant: "He took the ax and sharpened it." Better: "He sharpened the ax." Crude: "He took and nailed up the box." Better: "He nailed up the box."

Tend. In the sense *to look after*, takes a direct object without an interposed *to*. *Attend*, however, is followed by *to*. "The milliner's assistant *tends* (not *tends to*) the shop." "I shall *attend to* your wants in a moment."

That there. Do not use for *that*. "I want *that* (not *that there*) box of berries."

Them. Not to be used as an adjective. "*Those* (not *them*) boys."

There were or There was. Avoid the unnecessary use. Crude: "There were seventeen senators voted for the bill." Better: "Seventeen senators voted for the bill."

These sort, These kind. Ungrammatical. See 51, Note 1.

This here. Do not use for *this*.

Those. Do not carelessly omit a relative clause after *those*. Faulty: "He is one of those talebearers." Better: "He is a talebearer." [Or] "He is one of those talebearers whom everybody dislikes."

Those kind, Those sort. Ungrammatical. See 51, Note 1.

Till. Do not carelessly misuse for *when*. "I had scarcely strapped on my skates *when* (not *till*) Henry fell through an air hole."

Transpire. Means *to give forth* or *to become known*, not *to occur*. "The secret *transpired*." "The sale of the property *occurred* (not *transpired*) last Thursday."

Try. A verb, not a noun.

Unique. Means *alone of its kind*, not *odd* or *unusual*.

United States. Ordinarily preceded by *the*. "The United States raised a large army." (Not "United States raised a large army.")

Up. Do not needlessly insert after such verbs as *end*, *rest*, *confess*, *settle*.

Used to could. Very crude. Say *used to be able to* or *once could*.

Very. Accompanied by *much* when used with the past participle. "He was *very much* (not *very*) pleased with his reception." "We were *much* (not *very*) inconvenienced by her visit."

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- Want to.** Not to be used in the sense of *should*, *had better*. "You *should* (not *want to*) keep in good physical condition."
- Way.** Not to be used for *away*. "*Away* (not *way*) down the street."
- Ways.** Not to be used for *way* in referring to distance. "A little *way* (not *ways*)."
- When.** (a) Not to be used for *that* in such a sentence as "It was in the afternoon that the races began." (b) A *when* clause is not to be used as a predicate noun. See 6.
- Where.** (a) Not to be used for *that* in such a sentence as "I see in the paper that our team lost the game." (b) A *where* clause is not to be used as a predicate noun. See 6.
- Where at.** Vulgar. "Where is he? (not *Where is he at?*)"
- Which.** Do not use for *who* or *that* in referring to persons. "The friends *who* (not *which*) had loved him in his boyhood were still faithful to him."
- Who.** Do not use unnecessarily for *which* or *that* in referring to animals or things. Do not use the possessive form *whose* for *of which* unless the sentence is so turned as practically to require the substitution.
- Will.** Do not confuse with *shall*. See 53.
- Win out.** Not used in formal writing or speaking.
- Woods.** The singular form should ordinarily be preferred. "*A wood* (not *A woods*)."
- Would have.** Do not use for *had* in *if* clauses. "If you *had* (not *would have*) spoken boldly, he would have granted your request."
- Would of.** A vulgarism for *would have*.
- You was.** Use *You were* in both singular and plural.
- Yourself.** Intensive or reflexive; do not use when the personal pronoun would suffice. "*You* (not *Yourself*) and your family must come."

Exercise

Strike out the incorrect forms.

1. Birthday cards, valentines, (etc., ect.,) may be bought next door.
2. Oh, he's gone (some place, somewhere).
3. A mustache is (hair, where you have hair) on the upper lip.
4. Somers (accidently, accidentally) laid his hand on a hot-water pipe.

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5. Bristow (had, hadn't) hardly stepped inside before he saw the new andirons.
6. Kipling was (born, borned) in Bombay.
7. The forest ranger (claims, declares) that the tree is a fir.
8. It's (not nearly, nowheres near) bedtime.
9. Walter blushed and stammered, just (as, like) I always do.
10. Caroline (might of, might have) done better another time.

9.

EXERCISE IN DICTION

A. Wordiness

Strike out all that is superfluous, and make the following sentences simple and exact.

1. There was a scarecrow which stood in the cornfield.
2. Ernestine she forgets to bring her lunch pail.
3. Just here you must make a detour off the main road.
4. If the light is turned on, the hall is simply dazzling in the brilliant light.
5. I like this one here better than that one there.
6. The arrangement is perfectly unique.
7. Repeat those figures again, please.
8. In old age he wrote an autobiography of his own life.
9. One morning I had a great misfortune befall me.
10. The poor invalids haven't much appetite to eat.
11. There was a foot of snow fell that day.
12. Of the thirty-four signers of the petition only three of them have read it.
13. Connect up this wheel with the engine by means of a belt.
14. It is only a question of time till driving without chains on a wet road will sooner or later lead to skidding.
15. That mouse it ate the cheese without even springing the trap at all.
16. We know that when the news gets out that the public will be excited.
17. There is a boy who belongs to my class, and his name is Oscar Watson, and he gets the highest grades in the class.

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18. When he concluded the speech which he had been delivering
Herschell sat down in an exhausted condition.
19. The elephant that I saw I saw it at the circus last summer.
20. As for going, it's absolutely all right for us to go.
21. There are laws of economy which if they are not observed they will
play havoc with your undertakings.
22. We entered the next valley. There is a running stream in nearly
every valley in the region. In this valley we found a running
stream.
23. The boy was somewhat large in size, but deficient in height.
24. When everybody borrows heavily to invest wildly, the result of
such a craze for speculation is sure to be a financial panic.
25. There is always a person in the crowd who tells you with prompt-
ness what the thing is you should do.
26. The water was at that temperature which would be regarded as
moderate.
27. A good corner lot is a valuable possession to have.
28. If any one had taken the trouble to inquire what the street was
named he would have found that it was Pennsylvania Avenue,
Washington, D. C.
29. While I was on my way down town I saw a collision which took
place when one auto crashed into another.
30. When you are out hunting at night with a party of boys and the
hounds bay through the distance on striking a trail, it is pleasant
to be with the boys and listen to the baying of the hounds.

B. The Exact Word

Get rid of all trite or inaccurate words or expressions.
Make each statement exact.

1. Clara's new hat is just grand.
2. A goodly number of those present have an inferiority complex.
3. After all is said, it's a case of fools rushing in when one flouts the
fair sex.
4. It goes without saying that such persons do not keep abreast of
the times.

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5. I haven't seen Kitty for ages.
6. To dress for company when I want to loaf is perfect torture.
7. Yes, my finances are at a low ebb.
8. As luck would have it, we were already working along those lines.
9. This eternal clatter drives me crazy.
10. Oh, that was one of the nicest sales Perry had ever done.
11. I'm simply dead with weariness.
12. And now the happy pair perceived that the officiating clergyman had had a method in his madness.
13. When they asked Holmes to render a vocal solo he beat a hasty retreat.
14. Edison was an inventor, and will always be remembered for his achievements in that profession.
15. The boss sailed into yours truly for intimating that an advance in salary would be an acceptable proposition.

C. Mixed Imagery, Faulty Idioms, Slang, Barbarisms, etc.

The following sentences all fall below the level of good discourse—especially good written discourse. Improve them.

1. I hope you a prosperous voyage.
2. I can't find the key anywheres.
3. Aren't we up in the air about methods?
4. Take the money or the medal, whichever you rather.
5. She is five feet five inches high and swims like a mermaid.
6. These agents size up a fellow mighty quick.
7. You're undoubtably right, but you'd better be pretty previous about it.
8. Yours is no different than mine.
9. Orlando's not overly fond of hot tamales.
10. So long, old top. Of course I'm not mad.
11. The secret of his conduct was founded on his love for simple things.
12. Yes, Hetty talks considerable. I wish she'd cut it out.
13. You'll have to choose between the pink or the gray.

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14. I disremember whether that dark-complected girl is the one.
15. It don't seem right for him to let these little things aggravate him so much.
16. I don't take any stock in his promise to do the work good.
17. Lyttleton, rising, declared he would put his foot down on any such proposal.
18. Yes, Burke's down and out, but he hasn't turned up his toes.
19. I don't remember of saying that you couldn't get by with such conduct.
20. That child is fully deserving for such a reward.
21. His cure-all's the bunk, but has brought him bushels of kale and is still going some.
22. As the airplane sped through the sky Dobson's thoughts rushed on to yet loftier inventions.
23. I'd ate something that didn't agree for me, and I was feeling funny.
24. In accordance to custom music will be played at the banquet.
25. The watermelon was busted right across the middle.
26. It was so dark Phineas couldn't see a step, but he had an eye to the danger of hurrying.
27. I was powerful hungry, and there were quite some few of those crackers.
28. Don't you feel some better, Noll?
29. That lawyer is possessed with shrewd judgment.
30. You never could stand them dress clothes, could you? Well, it's to be an informal party, and you don't have to fix up.

D. Words Sometimes Confused in Meaning

Strike out the incorrect forms.

1. This is (liable, likely) to be the best party of the season.
2. Our (home, house) is a two-story building.
3. Barrett and Wilcox were the captains of the Purdue and Ames teams (respectfully, respectively).
4. I did (fine, well) in the civil service examination.
5. Tobias was wearing (extremely, real) well-polished shoes.
6. The picture shows up (good, well) in that light.
7. It's (alright, all right) to be careful of course.

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8. Shall I bring you the (balance, rest) of the apples?
9. It (sure, surely) is cold tonight.
10. Forty miles an hour was (all the faster, as fast as) the car would go.
11. Many good athletes do not have the knack of (learning, teaching) others.
12. The murderer is to be (hanged, hung).
13. You look (kind of, somewhat) sleepy.
14. Let's (rest, rest up) a while.
15. Our competitor doesn't carry (that brand, those brand) of goods.
16. Such measures have little (affect, effect).
17. (Leave, Let) him do as he pleases.
18. The pear was divided equally (among, between) the four children.
19. By this time Hal had (got, gotten) together fuel for the campfire.
20. I can't say (if, whether) this stream can be forded.
21. How could Nan (have, of) seen a ghost?
22. The scheme is (practicable, practical), you think?
23. It's (awful, extremely) kind of Mary to give us these sandwiches.
24. The machine (hardly ever, rarely ever) needs repairs.
25. I feel (very much, very) disheartened.
26. You can't be in doubt (but what, that) the debt is just.
27. Too many sweetmeats are not (healthful, healthy).
28. If you (had, would have) been there it would have pleased your grandfather.
29. I don't know (as, whether) (its, it's) certain the house looked (its, it's) best.
30. The boys (hadn't ought, ought not) to tease (them, those) monkeys.

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No one is able to spell all unusual words on demand. But every one must spell correctly even unusual words in formal writing. The writer has time or must take time to consult a dictionary. The best dictionaries are *Webster's New International Dictionary*, the *New Standard Dictionary* (less conservative than Webster's), the *Century Dictionary and Cyclopedia*, and *Murray's New English Dictionary* (also called the *Oxford Dictionary*; very thorough, each word being illustrated with numerous quotations to show historical development). An abridged edition of one of these (the price is two to five dollars) should be accessible to each student who cannot buy the larger volumes. The best are *Webster's Collegiate Dictionary*, *The New Century Dictionary*, *The Winston Simplified Dictionary*, *The College Standard Dictionary*, and the *Concise Oxford Dictionary*.

Recording Errors

- 70. Keep a list of all the words you misspell, copying them several times in correct form.** Concentrate your effort upon a few words at a time—upon those words which you yourself actually misspell. The list will be shorter than you think. It may comprise not more than twenty or thirty words. Unless you are extraordinarily deficient, it will certainly not comprise more than a hundred or a hundred and fifty. Find where your weakness lies; then master it. An occasional review, and constant care when you write, will make your mastery permanent.

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After this, and only after this, begin slowly to learn the spelling of words which you do not yourself use often, but which are a desirable equipment for all educated men. See the list under 79. *Concentrate your effort upon a few words at a time.* It is better to know a few exactly than a large number hazily. Form the mental habit of being always right with a small group of words, and extend this group gradually.

Exercise

Prepare for your instructor a corrected list of words which you have misspelled in your papers to the present time.

Pronouncing Accurately

71. Avoid slovenly pronunciation. Careful articulation makes for correctness in spelling.

Watch the vowels of unaccented syllables; give them distinct (not exaggerated) utterance, at least until you are familiar with the spelling. Examples: *separate*, *opportunity*, *everybody*, *sophomore*, *divine*.

Sound accurately all the consonants between syllables, and do not sound a single consonant twice. Examples: *candidate*, *government*, *surprise* (not *supprise*), *omission* (compare *occasion*), *defer* (compare *differ*).

Sound the *g* in final *-ing*. Examples: *eating*, *running*.

Pronounce the *-al* of adverbs derived from adjectives in *-ic* or *-al*. Examples: *tragically*, *occasionally*, *generally*, *ungrammatically*.

Do not transpose letters; place each letter where it belongs. Examples: *perspiration* (not *prespiration*), *tragedy* (not *tradegy*).

Note.—The principle of phonetic spelling as stated above applies to comparatively few words. The Simplified Spelling Board would extend this principle by changing the spelling of words to correspond with their actual sounds. It recommends such forms as *tho*, *thru*, *enuf*, *quartet*, *catalog*, *program*. If the student employs these forms he must use them consistently. Many writers oppose simplified spelling; many advocate it; many compromise. Others desire to supplant our present alphabet with one more nearly phonetic, and prefer, until this fundamental reform takes place, to preserve our present spelling as it is.

Exercise

Copy the following words slowly, pronouncing the syllables as you write: *accidentally*, *accommodate*, *accurately*, *arctic*, *artistically*, *athletics* (not *atheletics*), *benefit*, *boundary*, *burst*, *candidate*, *casualty*, *cavalry*, *cigarette*, *color*, *commission*, *curiosity*, *defer*, *definite*, *description*, *despair*, *different*, *dining room*, *dinned*, *disappoint*, *divide*, *divine*, *eighth*, *emphatically*, *entirely*, *everybody*, *excellent*, *February*, *finally*, *further*, *goddess*, *government*, *grammar*, *gracious*, *hundred*, *hurrying*, *instinct*, *laboratory*, *length*, *library*, *lightning*, *literature*, *might have* (not *might of*), *mischievous*, *naturally*, *necessary*, *occasionally*, *omission*, *opinion*, *opportunity*, *optimist*, *organize*, *partner*, *perform*, *perhaps*, *perspiration*, *physiology*, *prescription*, *primitive*, *privilege*, *probably*, *quantity*, *realize*, *really*, *recognize*, *recommend*, *reverence*, *scenery*, *separate*, *should have* (not *should of*), *sophomore*, *specially*, *strictly*, *superintendent*, *surprise*, *temperament*, *temperance*, *temperature*, *tragedy*, *usually*, *varieties*, *ventilate*, *whether*.

Logical Kinship in Words

72. Get help in spelling a difficult word by thinking of related words. To think of *ridiculous* will prevent your writing a for the second *i* of *ridicule*; to think of *ridicule* will prevent

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your writing *rediculous*. To think of *prepare* will prevent your writing *preperation*; to think of *preparation* will forestall *preparitory*. To think of *busy* will save you from the monstrosity *buisness*. To think of the prefixes *re-* (meaning *again*) and *dis-* (meaning *not*), and the verbs *commend* and *appoint*, will prevent your writing *recommend* or *disappoint* with a double *c* or *s*.

Note.—The relationship between words is not always a safe guide to spelling. Observe *four*, *forty*; *nine*, *ninth*; *maintain*, *maintenance*; *please*, *pleasant*; *speak*, *speech*; *prevail*, *prevalent*. Do not confuse the following prefixes, which have no logical connection:

<i>ante-</i> (before)	<i>anti-</i> (against, opposite)
<i>de-</i> (from, about)	<i>dis-</i> (apart, away, not)
<i>per-</i> (through, entirely)	<i>pre-</i> (before)

Exercise

1. Write the nouns corresponding to the following verbs: *prepare*, *allude*, *govern*, *represent*, *incline*, *know*, *prefer*.
2. Write the adjectives corresponding to the following nouns and the nouns corresponding to the following adjectives: *desperation*, *ridiculous*, *miraculous*, *grammatical*, *arithmetical*, *busy*, *academy*, *origin*.
3. Write the adverbs corresponding to the following adjectives: *real*, *sure*, *actual*, *hurried*, *accidental*, *incidental*, *grammatical*.
4. Copy the following pairs of related words or related forms of words: *labor*, *laboratory*; *debate*, *debater*; *base*, *based*; *deal*, *dealt*; *chose*, *chosen*; *mean*, *meant*.
5. Write each of the following words with a hyphen between the prefix and the body of the word: *describe*, *description*, *disappoint*, *disappear*, *disease*, *dissatisfy*, *dissever*, *perform*, *permit*, *perspire*, *preconceive*, *prescription*, *recollect*, *recommend*, *reconsider*, *antecedent*, *antedate*, *anticlimax*, *antitoxin*.

Misleading Resemblances between Words

73. Guard against misspelling a word because it bears a superficial resemblance, in sound or appearance, to some other word. Most of the words in the following list have no logical connection; the resemblance is one of form only (*angel*, *angle*). But a few words are included which are different in spelling in spite of a logical relation (*breath*, *breathe*).

accept (to take)	canvas (a cloth)	dual (adjective)
except (to exclude, with exclusion of)	canvass (to solicit)	duel (noun)
advice (noun)	capital (a city)	formally (in a formal way)
advise (verb)	capitol (a building)	formerly (in time past)
affect (to influence)	clothes (garments)	forth
effect (to accomplish)	cloths (pieces of cloth)	forty
aisle (a passage)	coarse (not fine)	four
isle (an island)	course (route, method of behavior)	fourth
allusion (a reference)	conscience (an inner moral sense)	freshman (n. and adj.)
illusion (a deceiving appearance)	conscious (aware)	freshmen (never adj.)
all right	dairy	gambling (wagering)
almost	diary	gamboling (frisking)
already	desert (a barren country)	guard
altogether	dessert (food)	regard
always	device (noun)	hear
alley (a narrow way)	devise (verb)	here
ally (a helper)	dining-room	hinder
altar (for worship)	dinning	hindrance
alter (to change)	disappear	holly (a tree)
angel (a celestial being)	disappoint	holy (hallowed, sacred)
angle (a corner)	disavowal	wholly (altogether)
baring (making bare)	dissatisfaction	hoping (from <i>hope</i>)
barring (obstructing)	dissimilar	hopping
bearing (carrying)	dissipate	instance (an example)
born (brought into being)	dissuade	instants (periods of time)
borne (carried)	decent (adjective)	its (possessive pronoun)
breath (noun)	descent (downward slope or motion)	it's (contraction of <i>it is</i>)
breathe (verb)	dissent (a disagreement)	

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later (comparative of <i>late</i>)	proceed	} these three are the "dou- ble e group"	cite (to bring forward as evidence)
latter (the second)	succeed		speak
lead (present tense)	exceed		speech
led (past tense)	concede		stationary (not moving)
lessen (verb)	intercede		stationery (writing ma- terials)
lesson (noun)	recede		statue (a sculptured likeness)
loose (free, not bound)	supersede		stature (height, figure)
lose (to suffer the loss of)	pre cé dence (act or right of preceding)		statute (a law)
maintain	préc e dents (things said or done before, now used as authority or model)		steal (to take by theft)
maintenance	presence (state of being present)		steel (a metal)
nineteenth	presents (gifts)		than
ninetieth	prevail		then
ninety	prevalent		their (belonging to them)
ninth	principal (chief, leading, the leading official of a school, a sum of money)		there (in that place)
past (adj., adv., prep.)	principle (a general truth)		they're (they are)
passed (past tense)	quiet (still)		till
peace (a state of calm)	quite (completely)		until
piece (a fragment)	respectfully ("Yours respectfully")		to
perceive	respectively (in a way proper to each— should never be used to close a letter)		too
perform	right		two
persevere	rite (ceremony)		village
persuade	write		villain
purchase	shone (past tense of <i>shine</i>)		wandering
pursue	shown (past participle of <i>show</i>)		wondering
personal (private, in- dividual)	seize		weak (not strong)
personnel (the body of persons engaged in some activity)	siege		week (seven days)
Philippines	sight (view, spectacle)		weather
Filipino	site (situation, a plot of ground reserved for some use)		whether
plain (clear; adjective)			whole (entire)
plain (flat region; noun)			hole (an opening)
plane (flat; adjective)			who's (who is)
plane (geometrical term; noun)			whose (the possessive of <i>who</i>)
planned (past tense of <i>plane</i>)			your (indicates posses- sion)
planned (past tense of <i>plan</i>)			you're (contraction of <i>you are</i>)
pleasant			
please			
precede			

SPELLING

Exercise

1. Then —— [to, too, two], he wished to take the —— [coarse, course] in electricity, if he could —— [device, devise] means of so doing.
2. —— [Their, There, They're] are many reasons why we should not —— [loose, lose] control now. I shall —— [sight, site, cite] some of them.
3. The sun —— [shone, shown] —— [weak, week] and drooping, as it had a perfect —— [right, rite, write] to do.
4. The usher —— [lead, led] the visitors slowly down the —— [aisle, isle] to the —— [altar, alter]. A dim light came from the candles —— [born, borne] by boys.
5. —— [Your, You're] fortunate in having a new suit of —— [clothes, cloths]. —— [Its, It's] more than I can afford. —— [Their, There, They're] —— [to, too, two] expensive.

Words in *ei* or *ie*

74.

Write *i* before *e*When the sound is long *ee*Except after *c*.

Examples: *believe, grief, chief*; but *receive, deceive, ceiling*.

Exceptions: *Neither financier seized either species of weird leisure*. (Also a few uncommon words, like *seignior, inveigle, plebeian, sheik*.)

Rules based on a key-word, *lice*, *Alice*, *Celia* (*i* follows *l* and *e* follows *c*) apply after two consonants only, and do not help one to spell a word like *grief*. Rule 74 applies after all consonants.

Note.—The words in which the sound is *ee* are the words really difficult to spell. When the sound is any other than *ee* (especially when it is *a*), *i* usually follows *e*. Examples: *veil, weigh, freight, neighbor, height, sleight, heir, heifer, counterfeit, foreign*, etc.

Exceptions: *ancient, friend, sieve, mischief, fiery, tries*, etc.

SPELLING

Exercise

Write the following words, supplying *ei* or *ie*: *th—f*, *—ther*, *s—ze*, *rel—f*, *n—ce*, *fr—ght*, *r—n*, *w—ld*, *n—ghbor*, *s—ge*, *n—ther*, *ack—ve*, *bel—f*, *w—rd*, *undec—ve*, *rec—pt*, *br—f*, *c—ling*, *sl—gh*, *l—sure*, *gr—f*, *f—nd*, *y—ld*, *perc—ve*, *conc—ve*, *p—rce*, *ap—ce*.

Doubling a Final Consonant

- 75.** Monosyllables and words accented on the final syllable, if they end in a single consonant preceded by a single vowel, double the consonant before a suffix beginning with a vowel.

Examples: (a) Words derived from monosyllables: *plan-ned*, *clan-nish*, *get-ting*, *hot-test*, *bag-gage*. (b) Words derived from words accented on the final syllable: *begin-ning*, *repel-lent*, *unregret-ted*.

Note 1.—The primary word must first be found. To decide whether *begging* contains two *g*'s, we must first think of *beg*. Then there are three distinct steps in applying the rule. (1) The primary word must be a monosyllable or a word accented on the final syllable. *Hit* and *allot* meet this test; *open* does not. *Deferred* and *differed*, *preferred* and *proffered*, *committed* (or *committee*) and *prohibited* double or refrain from doubling the final consonant of the primary word according to the position of the accent. The seeming discrepancy between *preferred* and *preferable*, between *conferred* and *conference*, is due to a shifting of the accent to the first syllable in the case of *preferable* and *conference*. (2) The primary word must end in one consonant. *Trace*, *oppose*, *interfere*, *help*, *reach*, and *perform* fail to meet this test, and therefore in derivatives do not

double the last consonant. *Assurance* has one *r*, as it should have; *occurrence* has two *r*'s, as it should have. (3) The final consonant of the primary word must be preceded by a single vowel. This principle excludes the extra consonant from *needy*, *daubed*, and *proceeding*, and gives it to *running*.

Note 2.—After *q*, *u* has the force of *w*. Hence *quitting*, *quizzes*, *squatter*, *acquitted*, *equipped*, and similar words are not really exceptions to the rule.

Exercise

1. Write the present participle (in *-ing*) of *din* (not *dine*), *begin*, *sin* (compare *shine*), *stop*, *prefer*, *rob*, *drop*, *occur*, *omit*, *swim*, *get*, *commit*, *sham* (not *shame*).
2. Write the past tense (in *-ed*) of *plan* (not *plane*), *star* (compare *stare*), *stop* (compare *slope*), *lop* (not *lope*), *hop* (not *hope*), *fit*, *benefit*, *occur* (compare *cure*), *offer*, *confer*, *bat* (compare *abate*).

Dropping Final *e* before a Suffix Beginning with a Vowel

76. Words that end in silent *e* drop the *e* before a suffix beginning with a vowel, but retain the *e* before a suffix beginning with a consonant.

Examples: *bride*, *bridal*; *guide*, *guidance*; *please*, *pleasure*; *fleece*, *fleecy*; *force*, *forcible*; *argue*, *arguing*; *arrive*, *arrival*; *conceive*, *conceivable*; *college*, *collegiate*; *write*, *writing*; *use*, *using*; *change*, *changing*; *judge*, *judging*; *believe*, *believing*.

Exception 1.—Of the exceptions some retain the *e* to prevent confusion with other words. Exceptions: *dyeing*, *singeing*, *mileage*, *acreage*, *hoeing*, *shoeing*, *agreeing*, *eyeing*. The exceptions cause comparatively little trouble. One

SPELLING

rarely sees *hoing* or *shoing*; one often sees *hoping* and *inviteing*.

Exception 2.—After *c* or *g* the *e* is retained before a suffix beginning with *a* or *o* or *u*. The purpose of this retention is to preserve the soft sound of the *c* or *g*. (Observe that *c* and *g* have the hard sound in *cable*, *gable*, *cold*, *go*.)

Examples: *peaceable*, *changeable*, *noticeable*, *serviceable*, *outrageous*, *courageous*, *advantageous*.

Important Exception 3.—*Argument*, *judgment*, *truly*.

Exercise

1. Write the present participle of the following words: *use*, *love*, *change*, *judge*, *shake*, *hope*, *shine*, *have*, *seize*, *slope*, *strike*, *dine*, *come*, *place*, *argue*, *achieve*, *emerge*, *arrange*, *abide*, *oblige*, *subdue*.
2. Write the present participle of the following words: *singe*, *tinge*, *dye*, *agree*, *eye*.
3. Write the *-ous* or *-able* form of the following words: *trace*, *love*, *blame*, *move*, *conceive*, *courage*, *service*, *advantage*, *umbrage*.
4. Write the adjectives which correspond to the following nouns: *force*, *sphere*, *vice*, *sense*, *fleece*, *college*, *hygiene*, *nerve*.
5. Write the nouns which correspond to the following verbs: *please*, *guide*, *grieve*, *arrive*, *oblige*, *prepare*, *inspire*.

Plurals

77a. Most nouns add *s* or *es* to form the plural. Examples: *word*, *words*; *fire*, *fires*; *spoonful*, *spoonfuls*; *cupful*, *cupfuls*; *leaf*, *leaves* (*f* changes to *v* for the sake of euphony); *knife*, *knives*; *quiz*, *quizzes* (nouns ending in a sibilant sound like *s*, *sh*, *x*, or *z* form the plural in *es*); *burros*, *Eskimos*, *lassos*, *pianos*, *solos*; *cargoes*, *echoes*, *heroes*, *noes*, *mosquitoes*, *mottoes*, *negroes*, *potatoes*, *tomatoes*.

- b. Nouns ending in *y* preceded by a consonant (or by *u* as *w*) change the *y* to *i* and add *es* to form the plural. Examples: *sky, skies; lady, ladies; colloquy, colloquies; soliloquy, soliloquies.*

Other nouns in *y* form the plural in the usual way. Examples: *day, days; boy, boys; monkey, monkeys; valley, valleys.*

- c. Compound nouns usually form the plural by adding *s* or *es* to the principal word. Examples: *sons-in-law, passers-by; but stand-bys.*
- d. Letters, signs, and sometimes figures, add *'s* to form the plural. Examples: Cross your *t's* and dot your *i's*; *? 's*; *\$'s*; *3's* or *3s*.
- e. A few nouns follow old declensions. Examples: *ox, oxen; child, children; goose, geese; foot, feet; mouse, mice; man, men; woman, women; sheep, sheep; deer, deer; swine, swine.*
- f. Words from foreign languages usually retain the foreign plural. Examples: *alumnus, alumni; alumna, alumnae; focus, foci; fungus, fungi; radius, radii; datum, data; medium, media; phenomenon, phenomena; stratum, strata; analysis, analyses; antithesis, antitheses; basis, bases; crisis, crises; oasis, oases; hypothesis, hypotheses; parenthesis, parentheses; thesis, theses; beau, beaux; tableau, tableaux; Mr., Messrs. (Messieurs); Mrs., Mmes. (Mesdames).*

Exercise

Write the singular and plural of the following words: *day, sky, lady, wife, leaf, loaf, negro, potato, tomato, pass, glass, boat, beet, flash, crash, bead, box, passenger, messenger, son-in-law, Smith, Jones, jack-o'-lantern, hanger-on, stratum, datum, phenomenon, crisis, basis, thesis, analysis.*

SPELLING

Compounds

78a. Adjectives. Use a hyphen between two or more words which serve as a single adjective before a noun: *iron-bound bucket, well-kept lawn, twelve-inch main, normal-school teacher, up-to-date methods, twentieth-century ideas, devil-may-care expression, a twenty-dollar-a-week clerk.*

Similar words placed *after* the noun are not compounded:

The lawn is well kept. Methods up to date in every way.

Adverbs in *-ly* are not compounded: *nicely kept lawn, securely guarded treasure.*

b. Numbers. Use a hyphen in compound numbers from twenty-one to ninety-nine, and in a fraction used as a single adjective:

Twenty-three, eighty-nine; but one hundred and one.

Twenty-third, one-hundred-and-first man.

A three-fourths part, but three fourths of my life; one third of his fortune; thirty hundredths, thirty-one hundredths, thirty-one two-hundredths.

c. Nouns. Use a hyphen between members of a compound noun when the second member is a preposition, or when the writing of two nouns solid or separately might confuse the meaning: *runner-up, kick-off, letting-down of effort, son-in-law, jack-o'-lantern, Pedro was a bull-fighter, a woman-hater.*

d. Solid Words. Do not use a hyphen in the following common words: *airship, altogether, anybody, baseball, basketball, everybody, football, goodbye, herself, handbook, himself, inasmuch, inside, itself, midnight, myself, nevertheless, news-*

SPELLING

paper, nobody, northeast, northwestern, nothing (but no one), nowadays, outburst, railroad, sunset, themselves, together, typewritten, wherever, without, workshop, yourself.

- e. **Separate Words.** Write separate the following words: *all right, near by, no one, et cetera, per cent, some way, some day, some place, any place.*
- f. **For words that do not come within the scope of rules, consult an up-to-date dictionary.** Compounds tend, with the passing of time, to grow together. Once men wrote *steam boat*, later *steam-boat*, and finally *steamboat*. New-coined words are usually hyphenated; old words are often written solid. The degree of intimacy between the parts of a compound word affects usage; thus we write *sun-motor*, but *sunbeam*; *birth-rate*, but *birthday*; *cooling-room*, but *bedroom*; *non-conductor*, but *nonsense*. The ease with which a vowel blends with the consonant of a syllable adjoining it affects usage; thus *self-evident*, but *selfsame*; *non-existent*, but *nondescript*; *un-American*, but *unwise*. Many compounds, however, are still uncontrolled by usage; whether they should be written as two words or one, whether with or without the hyphen, the dictionaries themselves do not agree.

Exercise

Copy the following expressions, inserting hyphens where they are necessary: *a business like step, a death like stillness, normal school teacher, a twenty dollar a week clerk, a touch me not expression, two dollar gloves, faces much wrinkled, jumping off place, two headed calves, night blooming lily, a vigorous wind up, a coat out at elbows, extravagantly dressed fellows, heavier than air craft, altogether without railroads, twenty five feet of one inch pipe, fortunate president elect, prospective son in law, seventy five dollar bills with four fifths as many more make one hundred*

SPELLING

and thirty five dollars, an I'm ready let's go expression, a lady in waiting, a self confessed tax dodger, a left handed monkey wrench, one man government, a snapper up of trifles, the wished for spelling bee, a Congressman at large.

79.

SPELLING LIST

The English language comprises about 450,000 words. Of these a student uses about 4,000 (although he may understand more than twice that number when he encounters them in sentences). Of these, in turn, not more than four or five hundred are frequently misspelled. The following list includes nearly all of the words which give serious trouble. Certain American colleges using this list require of freshmen an accuracy of ninety per cent.

absurd	altar	arrange	beginning
academy	alter	arrival	believing
accept	altogether	ascend	benefited
accidentally	alumnus	asks	biscuit
accommodate	always	athletic	boundaries
accumulate	amateur	audience	brilliant
accustom	among	auxiliary	Britain
acquainted	analogous	awkward	Britannica
acquitted	analysis		buoyant
across	angel	balance	bureau
addressed	angle	barbarous	business
adviser	annual	baring	busy
aeroplane	anxiety	barring	
affects	apparatus	baseball	calendar
aggravate	appearance	based	candidate
alley	appropriate	bearing	can't
allotted	arctic	becoming	cemetery
all right	argument	before	certain
ally	arising	beggar	changeable
already	arithmetic	begging	changing

characteristic	deceitful	ecstasy	forty
chauffeur	decide	effects	fourth
choose	decision	eighth	frantically
chose	deferred	eliminate	fraternity
chosen	definite	embarrass	freshman (adj.)
clothes	derived	eminent	friend
coarse	descend	encouraging	furniture
column	describe	enemy	
coming	description	equipped	gallant
commission	despair	especially	gambling
committee	desperate	etc.	generally
comparative	destroy	everybody	goddess
compel	device	exaggerate	government
compelled	devise	exceed	governor
competent	dictionary	excellent	grammar
concede	difference	except	grandeur
conceivable	digging	exceptional	grievous
conferred	dilemma	exhaust	guard
conquer	dining room	exhilarate	guess
conqueror	dinning	existence	guidance
conscience	disappear	expense	
conscientious	disappoint	experience	harass
considered	disavowal	explanation	haul
continuous	discipline		having
control	disease	familiar	height
controlled	dissatisfied	fascinate	hesitancy
cooperate	dissipate	February	holy
countries	distinction	fiery	hoping
course	distribute	fifth	huge
courteous	divide	finally	humorous
courtesy	divine	financier	hundredths
cruelty	doctor	foreign	hurriedly
cylinder	don't	forfeit	hygienic
	dormitories	formally	
dealt	drudgery	formerly	imaginary
debater	dying	forth	imitative

SPELLING

immediately	likely	ninety	permissible
immigration	literature	ninth	perseverance
imminent	loneliness	noticeable	pérsonal
impromptu	loose	nowadays	personnèl
incidentally	lose		perspiration
incidents	losing	oblige	persuade
incredulous	lying	obstacle	pertain
independence		occasion	pervade
indispensable	maintain	occasionally	physical
induce	maintenance	occur	picnic
infinite	manual	occurred	picnicking
influence	manufacturer	occurrence	planned
instance	many	occurring	pleasant
instant	marriage	o'clock	politician
intellectual	Massachusetts	officers	politics
intelligence	material	omission	possession
intentionally	mathematics	omitted	possible
intercede	mattress	opinion	practically
invitation	meant	opportunity	prairie
irresistible	messenger	optimistic	precede
its	miniature	original	précédence
it's	minutes	outrageous	précédents
itself	mischievous	overrun	preference
	Mississippi		preferred
judgment	misspelled	paid	prejudice
knowledge	momentous	pantomime	preparation
	month	parallel	primitive
laboratory	murmur	parliament	principal
ladies	muscle	particularly	principle
laid	mysterious	partner	prisoner
later		pastime	privilege
latter	necessary	peaceable	probably
lead	negroes	perceive	proceed
led	neither	perception	prodigy
liable	nickel	peremptory	profession
library	nineteenth	perform	professor
lightning	ninetieth	perhaps	proffered

SPELLING

prohibition	screech	successful	universally
promissory	seems	summarize	until
prove	seize	superintendent	using
purchase	sense	supersede	usually
pursue	sentence	sure	
putting	separate	surprise	vacancy
quantity	sergeant	syllable	vengeance
quiet	several	symmetrical	vigilance
quite	shiftless		village
quizzes	shining	temperament	villain
	shone	tendency	
rapid	shown	than	weak
ready	shriek	their	wear
really	siege	there	weather
recede	similar	therefore	Wednesday
receive	since	they're	week
recognize	smooth	thorough	weird
recommend	soliloquy	thousandths	welfare
reference	sophomore	till	where
referred	speak	to	wherever
regard	specimen	together	whether
region	speech	too	which
religion	statement	track	whole
religious	stationary	tract	wholly
repetition	stationery	tragedy	who's
replies	statue	tranquillity	whose
representative	stature	transferred	wintry
restaurant	statute	translate	wiry
rheumatism	steal	treacherous	within
ridiculous	steel	treasurer	without
	stops	tries	women
sacrilegious	stopped	trouble	world
safety	stopping	truly	writing
sandwich	stories	Tuesday	written
schedule	stretch	two	
science	strictly	typical	your
scream	succeeds	tyranny	you're

SPELLING

Note—The following words have more than one correct form, the one given here being preferred.

abridgment (dge)	center (re)	gaiety (gayety)	meter (re)
acknowledg-	check (que)	gild (guild)	mold (mould)
ment (dge)	criticize (se)	gipsy (gypsy)	mustache (mous)
analyze (se)	dulness (ll)	glamor (our)	program (mme)
ax (axe)	endorse (in)	goodby (bye)	prolog (gue)
boulder (bowl)	envelope n. (p)	gray (grey)	skilful (ill)
caliber (bre)	esthetic (aes)	inquire (en)	theater (re)
catalog (logue)	fulfil (fill)	medieval (iae)	traveler (ll)

favor, honor, humor, labor, color (American preference)

favour, honour, humour, labour, colour (British preference)

MISCELLANEOUS

Manuscript

- 80a. Titles.** Center a title on the page. Capitalize important words. It is undesirable to place a period after a title, but a question mark or exclamation point should be used when one is appropriate. Do not underscore the title or unnecessarily place it in quotation marks. Leave a blank line under the title before beginning the body of the writing.
- b. Spacing.** Careful spacing is as necessary as punctuation. Place writing on a page as you would frame a picture, crowding it toward neither the top nor the bottom. Leave liberal margins. Leave a space after a word, and a double space after a sentence. Leave room between successive lines, and do not let the loops of letters run into the lines above or below.
- c. Handwriting.** Write a clear, legible hand. Connect all the letters of a word. Form *a, o, u, n, e, i* properly. Write out *and* horizontally. Avoid unnecessary flourishes in capitals, and curlicues at the end of words. Dot your *i*'s and cross your *t*'s, not with circles or long eccentric strokes but simply and accurately. Let your originality express itself not in ornate penmanship, or unusual stationery, or literary affectations, but in the force and keenness of your ideas.
- d. Alterations.** To cancel a word draw a horizontal line through it (never use parentheses to indicate deletion). To insert a word place a caret (^) below the line and insert the word over it above the line. Make all erasures and corrections

CAPITALS

neatly. If more than three alterations are necessary on one page, rewrite the page.

Capitals

- 81a. Begin with a capital a sentence, a line of poetry, or a quoted sentence. But if only a fragment of a sentence is quoted, the capital should normally be omitted.**

Right: He said, "The time has come."

Right: The question is, Shall the bill pass?

Right: They said they would "not take no for an answer."

Right: "The good die first,

And they whose hearts are dry as summer dust

Burn to the socket."—Wordsworth.

- b. Begin proper names, and all important words used in proper names, with capitals. Words not so used should not begin with capitals.**

Right: Mr. George K. Rogers, the Urbana High School, a college president, a senior, Mississippi River, Race Street, Highland Avenue, the Second Corps of the Army of Northern Virginia, three battalions of infantry, the Fourth of July, on the tenth of June, the House of Representatives, an assembly of delegates, a Presbyterian church, the separation of church and state, the Baptist Church, the Society for the Prevention of Cruelty to Animals, a creek known as Black Oak Creek, the Republican Party, a party that advocates high tariff, Rocky Mountains, The Bible, God, The Christian Era, Wednesday, in the summer, living in the South, turning south after taking a few steps to the east, one morning, O dark-haired Evening! *italic type*, watt, pasteurize, herculean effort.

Note.—Observe that the name of a season is not capitalized unless personified. The name of a point of the compass is not capitalized unless it refers to a definite geographical region.

Option.—The preceding examples show conservative usage. Many writers, however, do not use a capital for a general term that follows a proper name.

Permissible: The Urbana high school, the Mississippi river, Regent street, Lawrence county, the Republican party, Mason and Dixon's line.

c. Begin with a capital an adjective which designates a language or a race.

Right: A Norwegian peasant, Indian arrowheads, English literature, the study of French, Japanese art.

d. In the titles of books or themes capitalize the first word and all other important words. Prepositions, conjunctions, and articles are usually not important.

Right: *The English Novel in the Time of Scott, War and Peace, Travels with a Donkey, When I Slept under the Stars.*

e. Miscellaneous uses. Capitalize the pronoun *I*, the interjection *O*, titles placed before a name, and abbreviations of proper names.

Right: Battery F, 150 F. A.; Mobile, Ala.; Dr. Stebbins.

Exercise

1. does the w. c. t. u. have headquarters in washington, d. c.?
2. when you speak of the rio grande don't say the rio grande river, for *rio* means *river*.
3. a priest of the church of england was eager to visit the buddhist temple.
4. lincoln steffens, ph. b., is to deliver a lecture called "the bankruptcy of liberalism."
5. thereupon i said to fred, "art? architecture? i wouldn't know a roman arch from a gothic." he replied that on tuesday he had

ITALICS

heard a lecturer "explain the difference between byzantine art and that of the italian renaissance."

Italics

In manuscript a horizontal line drawn under a letter or word is a sign for the printer to use italic type. In general, we italicize words which need to be set off or emphasized for the sake of clearness.

82a. Quoted titles of books, periodicals, and manuscripts are usually italicized.

Right: I admire Shakespeare's *Hamlet*. [The italics make the reader know that the writer means *Hamlet* the play, not Hamlet the man.]

Right: John Galsworthy's novel, *The Patrician*, appeared in serial form in the *Atlantic Monthly*.

Note 1.—When the title of a book begins with an article (*a*, *an*, or *the*), the article is italicized. But *the* before the title of a periodical is usually not italicized.

Note 2.—It is correct, but not the best practice, to indicate the titles of books by quotation marks. The best method is to use italics for the title of a book, and quotation marks for chapters or subdivisions of the same book. Example: See *Encyclopædia Britannica*, Vol. II, 276, "Modern Architecture." (For certain differences in usage between written and printed matter see 96f Note.)

b. Words from a foreign language, unless they have been anglicized by frequent use, are italicized.

Right: A great noise announced the coming of the *enfant terrible*.

Right: A play always begins *in medias res*.

ABBREVIATIONS

c. The names of ships are usually italicized.

Right: The *Saxonia* will sail at four o'clock.

d. Words taken out of their context and made the subject of discussion are italicized or placed in quotation marks.

Right: *So* is a word faded and colorless from constant use.

Right: The *t* in the word *often* is not pronounced.

e. A word or passage requiring great emphasis is italicized.

This device should not be used to excess. The proper way to secure emphasis is to have good ideas, and to use emphatic sentence structure in expressing them.

Exercise

1. The New York World gave a celebrated account of the sinking of the Titanic.
2. Suspecting that I was *de trop*, I bade them *bon jour*.
3. Rough and bough look as if they should rime, but they do not.
4. Do you add an *r* in forming the past tense of refer?
5. The chapter called The Leech and His Patient in Hawthorne's *Scarlet Letter* always horrifies me when I read it.

Abbreviations

83a. In ordinary writing avoid abbreviations. The following, however, are always correct: Mr., Mrs., Messrs., Dr., or St. (Saint), before proper names and degrees like Ph. D. after proper names; B. C. or A. D. after a date; and No. or \$ when followed by numerals.

In ordinary writing spell out

All titles, except those listed above

Names of months, states, countries

Christian names, unless initials are used instead

NUMBERS

Names of weights and measures, except in statistics
Street, Avenue, Road, Railroad, Park, Fort, Mountain,
Company, Brothers, Manufacturing, etc.

In ordinary writing, instead of & write *and*; for *viz.* write *namely*; for *i. e.*, write *that is*; for *e. g.* write *for example*; for *a. m.* and *p. m.* write *in the morning, this afternoon, tomorrow evening, Saturday night*. Do not use *etc.* (*et cetera*) when it can be avoided. Never place the word *and* before the sign *etc.* The Latin *et* means *and*.

b. In business correspondence, technical writing, tabulations, footnotes, and bibliographies, or wherever brevity is essential, other abbreviations may be used. Even here, short words should not be abbreviated: Alaska, Hawaii, Idaho, Iowa, Maine, Ohio, Samoa, Utah, March, April, May, June, July.

Exercise

1. Last Apr. I took a R. R. trip.
2. I remain Yrs. respy, Wm. K. Barton.
3. In Salt Lake City, U., is a famous Mormon temple, and *etc.*
4. A no. of us contributed; *i. e.*, we gave not less than a \$ apiece.
5. Saml. F. B. Morse, Alex. Graham Bell, and Thos. A. Edison were noted inventors.

Numbers

84a. It is customary to use figures for dates, for the street numbers in addresses, for reference to the pages of a book, and for statistics.

Right: June 16, 1933. 804 Chalmers Street. See Chapter 4, especially page 79.

Note.—It is desirable not to write *st*, *nd*, *rd*, or *th* after the day of the month if the year is designated also. Right: March 3, 1934 (not March 3rd, 1934).

- b. Figures are used for numbers which cannot be expressed in a few words. The dollar sign and figures are used with complicated sums of money.**

Right: The farm comprised 3,260 acres. The population of Kansas City, Missouri, was 399,746 in 1930. He earned \$437 while attending school. The cost of the improvement was \$1,940.25.

- c. In other instances than those specified in *a* and *b*, numbers as a rule should be written out.** (This rule applies to numbers and to sums of money which can be expressed in a few words, to sums of money less than one dollar, and to ages and time of day.)

Right: The box weighs two hundred pounds. Xerxes had an army of three million men. I enclose seventy-five cents. He owed twelve hundred dollars. Grandfather Toland is eighty-seven years old. The train is due at a quarter past three.

Exercise

1. The price has been reduced from \$1.00 to \$0.67.
2. The package will go at the \$0.14 rate if you limit the valuation to \$10.00.
3. At 10 o'clock we shall give the signal by firing 3 guns.
4. We take 1 daily paper and 3 magazines.
5. Dykes sold the property for one thousand two hundred and thirty-one dollars and eighty-six cents.

SYLLABICATION

Syllabication

85a. If a word must be broken at the end of a line, use a hyphen there (not at the beginning of the second line).

b. Divide between syllables only: *depart-ment, dis-charge, absurd, univer-sity, pro-fessor* (not *depa-rtment, disc-harge, abs-urd, unive-rsity, prof-essor*). The parts must be pronounceable.

c. Monosyllabic words are never divided: *which, through, dipped, speak* (not *wh-ich, thr-ough, dip-ped, spe-ak*; divided syllables are either unpronounceable or misleading).

d. One consonant at the junction of two syllables goes with the second: *recipro-cate, ordi-nance, inti-mate* (not *reciproc-ate, ordin-ance, intim-ate*).

Exception 1.—The consonant goes with the first of the two syllables if that syllable is short and stressed: *dil'-atory, el'-egant, ac'-a-dem-ic, a-cad'emy, ath-let'-ic, dis-sat'-isfy*.

Exception 2.—Digraphs (two letters like *ph, th, sh, ch* which have a single sound) are treated like a single letter: *soph'-omore, ca-the'-dral*.

e. Two consonants at the junction of syllables are usually divided: *en-ter-prise, com-mis-sary, in-car-nate* (not *enterpr-ise, comm-iss-ary, inc-arn-ate*).

f. A prefix or a suffix is usually set off from the rest of the word regardless of the rule for consonants between syllables: *ex-empt, dis-appoint, sing-ing, pro-gress-ive*. But when a final consonant is doubled before a suffix the additional consonant goes with the suffix: *trip-ping, permit-ted, omis-sion*.

- g.** A single letter should never be separated from the rest of the word: *achieve-ment*, *enor-mous*, *dyspep-sia* (not *achievement*, *e-normous*, *dyspepsi-a*). Two letters should seldom be set off, though printers sometimes make an exception in favor of prefixes like *un* or suffixes like *ly*.

Exercise

The following words are all taken from the spelling list in 79. Place a hyphen between each pair of syllables in each word of more than one syllable.

absurd	argument	candidate	definite
academy	arithmetic	can't	describe
accidentally	athletic	certain	disappear
accommodate	based	changing	dissatisfied
acquitted	becoming	choose	divide
aggravate	beginning	clothes	divine
allotted	believing	coarse	dormitories
altogether	benefited	coming	eighth
amateur	Britain	committee	embarrass
appearance	Britannica	compel	existence

Outlines

Two kinds of outlines are illustrated in this article: (a) the Topic Outline, and (b) the Sentence Outline.

- 86a.** A topic outline consists of headings (usually nouns or their equivalent) which indicate the important ideas in a composition, and their relation to each other. Conform to the following model:

The Lumber Problem

Theme: The decline of our lumber supply requires that we shall take steps toward reforestation, conservation, and the use of substitutes for wood.

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- I. The causes of the depletion of our forests
 - A. Great demand
 - B. Wasteful methods of forestry
- II. The remedy
 - A. Reforestation
 - 1. Planting by individuals
 - 2. Planting by the states
 - 3. Extension of the present National Forest Reserves
 - B. The prevention of waste
 - C. The use of substitutes for wood (concrete, steel, brick, stone, etc.)

b. A sentence outline is expressed in complete sentences, punctuated as in ordinary discourse. Conform to the following model:

The Lumber Problem

- I. Our forests are being depleted by the great demand and by wasteful methods of forestry.
 - A. Wood is in great demand for building, for industrial expansion, for fuel and other minor uses.
 - B. Wasteful methods of forestry are employed.
- II. The remedies for the depletion are reforestation, the prevention of waste, and the use of substitutes for wood.
 - A. Reforestation may be carried on by individuals, by the states, and by the federal government.
 - B. Waste may be prevented by controlling fire and insects, and by abolishing wasteful methods (for example, by abolishing the use of the "skidder").
 - C. Concrete, steel, etc., may be used in place of wood.

c. Indent and number all headings properly. Indent headings that are coordinate (that is, of equal value) an equal distance from the margin. One inch to the right is a good distance for successive subordinate headings. Use Roman numerals, capital letters, Arabic numerals, and small letters to indicate the comparative rank of ideas. When a heading runs over one line, use hanging indentation; that is, do not allow the second line to run back to

OUTLINES

the left-hand margin, but indent it. Make the numerals and letters (*I, A*, etc.) stand out prominently. The title of a theme should not be given a numeral or letter.

Faulty indentation:

Sources of energy which may be utilized when the coal supply is exhausted are

I. Rivers and streams, especially in mountain districts

II. The tides

III. The heat of the sun

Correct hanging indentation:

Sources of energy which may be utilized when the coal supply is exhausted are

I. Rivers and streams, especially in mountain districts

II. The tides

III. The heat of the sun

d. Express in parallel form all ideas that are parallel in thought. The nature of the thought may call for a series of nouns, noun phrases, verb phrases, clauses, or sentences. Forms differing widely in grammatical rank should not be placed in a series, unless defect in language makes parallelism impossible.

Faulty because lacking in parallelism:

Advantages of a garden

1. Profitable
2. It affords good exercise
3. Gives pleasure

Right [Using nouns]:

Advantages of a garden

1. Profit
2. Exercise
3. Pleasure

Right [Using phrases]:

A garden is valuable

1. For profit
2. For exercise
3. For pleasure

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Right [Using verbs]:

A garden is valuable because it

1. Yields profit
2. Provides exercise
3. Gives pleasure

Right [Using sentences]:

A garden is valuable for several reasons.

1. It yields profit.
2. It affords good exercise.
3. It gives pleasure.

- e. Avoid faulty coordination (giving two ideas equal rank, when one should be subordinated to the other) and *vice versa*, avoid faulty subordination.

How Seeds Scatter

- | | | |
|---------|---|--|
| Faulty: | { | <p>I. By wind</p> <p>II. Some seeds provided with parachutes</p> <p>III. Others light, and easily blown about</p> <p>IV. By water</p> <p>V. By animals</p> |
|---------|---|--|

How Seeds Scatter

- | | | |
|--------|---|---|
| Right: | { | <p>I. By wind</p> <p style="padding-left: 20px;">A. Some seeds provided with parachutes</p> <p style="padding-left: 20px;">B. Others light, and easily blown about</p> <p>II. By water</p> <p>III. By animals</p> |
|--------|---|---|

Note.—Topics as they first present themselves to the mind are seldom phrased or arranged perfectly. They have to be reworded and regrouped in order that their relationships among themselves and their bearing on the subject as a whole may be recognized. Subordinate topics must be combined, not necessarily under large topics which are already at hand, but perhaps under large topics which the student's own thought must supply.

OUTLINES

Faulty phrasing and grouping:

Advantages of the Fountain Pen

- I. To refill it, wherever you happen to be, is easy.
- II. Anywhere you go you can take it along.
- III. The point rarely has to be changed.
- IV. Rust on the point does not spoil the writing.
- V. In carrying the pen you do not have to carry the ink separately.

The first, second, and fifth topics have an idea in common—namely, that the pen may be carried anywhere without losing its usefulness. The key-idea to this group of topics is portability. The third and fourth topics have an idea in common—namely, that the pen renders just as good service at one time as at another. The key-idea to this group is uniformity of service. The outline is now easily rearranged:

Right:

Advantages of the Fountain Pen

- I. It is portable.
 - A. The pen may be carried anywhere, without difficulty.
 - B. Ink does not have to be carried separately.
 - C. The pen may be refilled anywhere, without difficulty.
- II. It gives uniformity of service.
 - A. The point rarely has to be changed.
 - B. The point is never rusty.

- f. Avoid detailed subordination. Especially avoid a single subheading; it can be joined to the preceding line or omitted.

- Too detailed: {
- A. The McClellan Orchard
 1. Situation
 - a On a northern slope
 2. Nature of soil
 - a Sandy
 3. Kind of fruit
 - a Apple
 - b Cherry

OUTLINES

Right:

- A. The McClellan Orchard
1. Situation: a northern slope
 2. Nature of soil: sandy
 3. Kind of fruit: apple and cherry

Exercise

1. Place in order the headings of the following outline on "Tennis as an All-round Sport." Subordinate some of the headings to others. If necessary, change the wording, or introduce new headings.

A game that can be played anywhere

A game that can be made either strenuous or easy

✓ A game that can be played by old or young

A game (unlike football, golf, rowing, etc.) independent of special facilities not likely to be had in ordinary towns

✓ A game that can be played by men or women

✓ A game that can be played by the skilled or the unskilled

One of the most healthful games — *Good*

✓ A game that can be played by anybody

2. Give a title to the following outline. Place the sentences in order, subordinating some to others. Introduce headings or subheadings of your own, if you find that such are necessary.

A dictaphone is an instrument into which one dictates letters.

✓ The instrument later reproduces the words for an operator, who types them.

✓ The dictator does not have to wait until a stenographer is ready.

✓ The operator may turn back a record several times if she fails to understand at first.

✓ The records soon become worn and the sounds of the words indistinct; thus a combination of poor dictator and poor operator wastes the time of both.

The dictator who so chooses may compose his letters before or after office hours without requiring the stenographer

✓ to put in extra time.

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- In disputes as to what the dictator said, the record furnishes the means for an accurate settlement.
- If the dictator wishes to change the wording, he must say "Correction" and give the new version. If the operator does not hear the record through before beginning to type it, such corrections waste her time and the office stationery.
- Many dictators are ignorant, careless, and inefficient, and their dictation is very trying to operators. In offices where large numbers do each a little dictating, some are sure to be slovenly.
- Good operators are hard to procure.
- The operator may do other work if the machine does not require her whole time.

Letters

The parts of a letter are the heading, the inside address, the greeting, the body, the close, and the signature. For these parts good use prescribes definite forms which we may sometimes ignore in personal letters but must rigidly observe in formal or business letters.

- 87a.** The heading of a letter should give the full address of the writer and the date of writing. Do not abbreviate short words, or omit Street or Avenue.

Objectionable: # 15 Hickory, Omaha.

Right: 15 Hickory Street, Omaha, Nebraska.

Objectionable: 4/12/34; 10-28-'33; May 2nd, 1930.

Right: April 12, 1934; October 28, 1933; May 2, 1930.

The following headings are correct:

106 East Race Street,
Red Oak, Iowa,
August 4, 1933

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423 Michigan Avenue
Chicago, Illinois
May 20, 1933

Prescott, Arizona, June 1, 1933.

Note.—In personal letters the heading may be transferred to the end, below the signature, at the left-hand side. But it must not be so divided that the street address will appear in one place and the town and state in another.

The “close” form of punctuation (the use of punctuation at the ends of the lines) is best until the student learns what is correct. Afterward, the adoption of the “open” form becomes purely a matter of individual taste and not a matter of carelessness or ignorance.

- b. An inside address and a greeting are required in business letters.** Personal letters contain the greeting, but may omit the inside address, or may supply it at the end of the letter.

The Jeffrey Chemical Works,
510 Marion Street,
Norfolk, Virginia.

Gentlemen:

Mr. Joseph N. Kellogg
1411 Lake Street
Cleveland, Ohio

Dear Mr. Kellogg:

Secretary of Rice Institute,
Houston, Texas.

My dear Sir:

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Greetings used in business letters are

My dear Sir:	Sir:
My dear Madam:	Sirs:
My dear Mr. Fisher:	Gentlemen:
Dear Sir:	Ladies:

Greetings used in personal letters are

My dear Miss Brown:	Dear Mrs. Vincent,
Dear Professor Ward:	Dear Robert,
Dear Jones,	Dear Olive,

“My dear Miss Brown” is more ceremonious than “Dear Miss Brown.”

A colon follows the greeting if the letter is formal or long; either a colon or a comma (preferably the former; see 93c) if the letter is familiar or in the nature of a note.

Both inside address and greeting begin at the left-hand margin. The body of the letter begins on the line below the greeting, and is indented as much as an ordinary paragraph (about an inch).

c. The body of a letter should be written in correct style.

1. Do not omit pronouns, or write a “telegraphic style.”

Wrong: Just received yours of the 21st, and in reply would say your order has been filled and shipped.

Right: I have your letter of March twenty-first. Your order was promptly filled and sent by freight, prepaid.

2. The idea that it is immodest to use *I* is a superstition. Undue repetition of *I* is of course awkward; but entire avoidance of it is silly.
3. Use simple language. Say “your letter,” not “your kind favor” or “yours duly received” or “yours of the 21st is at hand.”

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4. Avoid "begging" expressions which you obviously do not mean, especially the hackneyed "beg to advise."

Undesirable: Received yours of the 3rd instant, and beg to advise we are out of stock.

Right: We received your order of March 3. We find that we have no more dining-room chairs B 2-4-6 in stock.

Undesirable: I beg to enclose a booklet.

Right: I enclose a booklet.

Undesirable: Permit us to say that prices have been advanced.

Right: The prices on our goods have been advanced.

5. Avoid the formula "please find enclosed." The reader will find what is enclosed; if you use "please" let it refer to what the reader shall do with what is enclosed.

Undesirable: Enclosed please find 10 cents, for which send me Bulletin 58.

Right: I enclose ten cents, for which please send me Bulletin 58.

6. Avoid unnecessary commercial slang: *On the job, A-1 service, O. K., your ad, popular-priced line, this party, as per schedule.*

7. Get to the important idea quickly. In applying for a position, do not unnecessarily beat around the bush. Begin, "I make application for . . .," "Kindly consider my application for . . .," or "I apply . . ."

8. Group your ideas logically. Do not scatter information. A letter applying for a position might consist of three paragraphs: Personal qualifications (age, health, education, etc.); Experience (nature of positions, dates, etc.); References (names, business or profession, exact street address). Finish one group of ideas before passing to the next.

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9. It is seldom desirable to close a letter with a sentence beginning with a participle: *Hoping to hear from you . . . , Asking your cooperation . . . , Awaiting your further favors . . . , Trusting this will be satisfactory . . . , Wishing you . . . , Thanking you. . . .* The independent form of the verb is more emphatic (see 42): I hope to hear from you . . . , We await further orders . . . , We ask co-operation. . . .

d. The close should be consistent in tone with the greeting. It is written on a separate line, beginning near the middle of the page, and is followed by a comma. Only the first word is capitalized. Preceding expressions like "I am," "I remain," "As ever," (if they are used at all) belong in the body of the letter.

Right: I thank you for your courtesy, and remain

Yours sincerely,
Robert Blair

Right: I shall be grateful for any further information you can give me.

Yours truly,
Florence Mitchell

In business letters the following forms are used:

Yours truly,
Very truly yours,
Yours respectfully,

In personal letters the following are used:

Yours truly,
Yours sincerely,
Sincerely yours,
Cordially yours,

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- e. The outside address should follow one of the forms given below.

R. E. Stearns
512 Chapel Hill St.
Durham, N. C.

Mr. Donald Kemp
3314 Salem Street
Baltimore
Maryland

Bentley Davis
906 Park Street
Ogden, Utah

Rogers, Mead, and Company
2401 Eighth Avenue
Los Angeles
California

Note.—It is equally correct to punctuate after every line (a period after the last line, and a comma after the others). An abbreviation must always be followed by a period.

A married woman is ordinarily addressed thus: Mrs. George H. Turner (rather than Mrs. Grace Turner). But a title belonging to the husband should not be transferred to the wife. Wrong: Mrs. Dr. Jenkins, Mrs. Professor Ward. Right: Mrs. Jenkins, Mrs. Ward. Reverend Mr. Beecher is a correct address for a minister; not "Rev. Beecher."

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If a title of respect is placed before a name (Professor, Dr., Honorable), it is undesirable to place another title after the name (Secretary, M.D., Ph.D., Principal, Esq.).

- f. Miscellaneous directions.** Writing should be centered on the page, not crowded against the top, or against one side. Letter paper so folded that each sheet is a little book of four pages is best for personal correspondence. Both sides of such paper may be written on. The pages may be written on in any order which will be convenient to the reader. An order like that of the pages in a printed book (1, 2, 3, 4) is best.

Business letters are usually written on one side only of flat sheets $8\frac{1}{2}$ by 11 inches in size. The sheet is folded once horizontally in the middle, and twice in the other direction, for insertion in the envelope.

- g. A business letter should have, in general, the following form.**

1516 South Garrison Avenue,
Carthage, Missouri,
May 14, 1933.

Ray Hill, Assistant General Manager,
The Southwest Missouri Railroad Company,
112 North Madison Street,
Webb City, Missouri.

Dear Sir:

I wish to apply for a position as mechanics' assistant in the electrical department of your shops. I am nineteen years old, and in good physical condition. On June 6 I shall graduate from Carthage High School, and after that date I can begin work immediately.

I have had no practical experience in electrical work. But I have for two years made a special study of physics, in and out of school.

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I worked last summer in the local garage of Mr. R. S. Bryant. In addition, I have become familiar with tools in my workshop at home, so that I both know and like machinery.

For statements as to my character and ability I refer, by permission, to the following men—all of this city.

R. S. Bryant, Manager Bryant's Garage

Mr. Frank Darrow (lawyer), 602 Ninth Street

J. L. Campbell, Superintendent of Schools, 914 South Main Street

W. R. Rice, Principal of the High School, 521 Sycamore Street

I should like to call at your office at eight o'clock next Saturday morning. I hope you can give me an interview.

Respectfully yours,

Howard Rolfe

h. A personal letter should have, in general, the following form:

1204 Highland Avenue

Albany, New York

December 26, 1933

Dear Cynthia:

At last I can write definitely that preparations are complete. I shall leave Albany day after tomorrow, Friday afternoon, at five o'clock, on the New York Central Line. I think the train reaches Hampton at eight in the evening. I shall have to return home Sunday night.

Have you heard that Montmorency is working his way through school at Syracuse? And that the Wellses have a new car? And of Marie's plan to go to France? But we can talk of these things at length. I have a few other crumbs of news that I am saving by way of surprise. It will be pleasant to meet your mother again; it is good of her to ask me to come.

Cordially yours,

Rita

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- i. Formal notes and replies are written in the third person (avoiding *I, my, me, you, your*) and permit no abbreviations except *Mr., Mrs., Dr.*

Mrs. Clarence King requests the company of
Mr. Charles Eliot at dinner on Friday,
April the twenty-fourth, at six o'clock.

102 Pearl Street,
April the seventeenth.

In accepting an invitation, the writer should repeat the day and hour mentioned, in order to avoid a misunderstanding; in declining an invitation, only the day need be mentioned. The verb used in the reply should be in the present tense; not "will be pleased to accept" or "regrets that he will be unable to accept" but "is pleased to accept" or "regrets that circumstances prevent his accepting."

Mr. Charles Eliot gladly accepts the
invitation of Mrs. King to dinner on
Friday, April the twenty-fourth, at
six o'clock.

154 Poplar Avenue,
April the eighteenth.

Paragraphs

- 88a. The first lines of paragraphs are uniformly indented, in manuscript about an inch; in print, somewhat less. After a sentence the remainder of a line should not be left blank, except at the end of a paragraph.
- b. The length of a paragraph is ordinarily from fifty to three hundred words, depending on the importance or com-

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plexity of the thought. In exposition, the paragraphs should be long enough to develop every idea thoroughly. Scrappy expository paragraphs arouse the suspicion that the writer is incoherent, or that he has not given sufficient thought to the subject. Short paragraphs are permissible, and even desirable, in the following cases:

1. In a formal introduction to the main body of a discourse, or in the formal conclusion. (In some instances the paragraph may consist of a single sentence.)
2. In the body of a composition, when a brief logical transition between two longer paragraphs is necessary.
3. In newspapers, where brevity and emphasis are required. (But the student should not take the journalistic style as a model.)
4. In description or narration meant to be vivid, vigorous, or rapid.
5. In dialog.

c. In written dialog each speech, no matter how short, is placed in a paragraph separate from other speeches.*

Right:

"Listen!" he said. "There was a noise outside. Didn't you hear it?"

"No," I whispered. It was dark in the room, except for a faint light at the window; and I felt my way cautiously to his side. "What is it? Burglars?"

"I believe it is."

"I can't hear anything."

"Listen! There it is again."

"Pshaw!" I had to laugh aloud. "Thompson's cow has got into the garden again."

* Except in plays each speech is also enclosed in quotation marks (see 96c).

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Note that a slight amount of descriptive matter may be included in a paragraph with the direct discourse, the only requirement being that a change of speaker shall be indicated by a new paragraph.

When special emphasis is desired, a quotation may be detached from a preceding introductory statement.

Right: The speaker turned gravely about, and facing the front row he said slowly and solemnly:

"Small boys should be seen and not heard."

In exceptional cases a long, rapid-fire dialog may, for purposes of compression, be placed in one paragraph. Dashes may then be used before successive quotations to indicate a change of speaker.

Omissions from a dialog (as when only one side of a telephone conversation is reported), long pauses, and the unfinished part of interrupted statements, may be represented by a short row of dots

d. Secure unity in the paragraph. Strike out unnecessary elements. Fill up gaps in the thought. In theory, each paragraph should deal with a single topic. This ideal should be achieved in formal exposition, and approached as closely as possible in informal writing.

As a special means of securing unity, condense the central thought (or the mood or impression) of a paragraph into a topic sentence. The topic sentence should normally come at or near the beginning. The remainder of the paragraph should contain nothing foreign to the central thought.

Lacking in unity:

The mean-spirited fellow may rise to noble conceptions when the national safety is endangered. The quiet, unassertive chap may prove

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a daredevil on the field of battle. The boor who pushes past you through the door you have opened may give you his place in the last boat lowered from the sinking ship. The thief or the cheater may be the volunteer when only a transfusion of blood can save a child's life. [The items are, as they stand, unrelated; yet they are plainly meant to develop a single thought or purpose. Something is required to bind them together and to give them point. The missing element is a topic sentence at the beginning: "Emergencies bring out unsuspected qualities."]

e. Secure coherence in the paragraph by a clear arrangement of sentences and by a clear use of reference words and transitional expressions.

Lacking in coherence:

Esther was a beautiful girl who had been brought up by Mordecai, a nephew of her father. She had lost her father and her mother. She was raised to the throne of the empire by Ahasuerus, from a lowly, quiet life in the home. She was a Jewess.

Orderly sequence of sentences:

Esther was a beautiful Jewish girl who had lost her father and mother. She was brought up by Mordecai, a nephew of her father, in a simple, quiet home. From this low estate she was suddenly raised by King Ahasuerus to a place beside him on the throne of the empire.

Clear use of reference words:

Jefferson did not believe that the United States government had the Constitutional right to acquire territory. But an exigency arose which caused him to set his theory aside. Louisiana had been in the possession of Spain. But Spain had of late disposed of it to France, and thus the vast territory that bordered on ours had fallen into the hands of Napoleon, builder of empires. One possibility was to take no action regarding this menace to our future safety as a nation. The other possibility, springing from Napoleon's temporary willingness to sell, was to buy Louisiana outright. Jefferson supported the Amer-

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ican commissioners abroad in preferring the latter course. His career affords many proofs of his practical statesmanship, but none more convincing than this. [Each of the underscored expressions refers to a preceding or a following element in the paragraph. The expressions bind the paragraph together and make the progress of the thought easy to follow.]

Clear use of transitional expressions:

Twenty years ago American women who wished to take up farming as a vocation were thought to be fanatics. We knew, of course, that the women of Europe had harvested crops for generations. But we were ruled by certain fears and conventions. Only when the war broke upon us did we tolerate widening the scope of woman's labors. We then discovered that our farms lacked two million hands. We organized an agricultural army. Soon many large farms were managed entirely by women, women quick to learn and patient in difficulties. Now though the war is long past, we find that thousands of women are continuing in farm work, both in management and operation.

f. Develop each paragraph into a well-rounded unit of thought. Employ the method (or methods) suited to your topic and purpose. The methods commonly used in exposition are (1) definition, (2) illustration or example, (3) comparison or contrast, (4) elimination, (5) justification, (6) repetition. Often (7) a combination of methods is employed.

- 1. Definition** [Give a definition at or near the beginning, and elaborate it, or explain any of its terms that might be ambiguous, in the remainder of the paragraph]:

A marine is a soldier who serves on a vessel of war. This does not in any way imply that he never sees service ashore. On the contrary,

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his most important duty is to be hurried to ports where trouble has broken out and to be disembarked there. If the trouble is serious, the regular soldier may later replace him; but meanwhile to distracted populations he is the only representative, the one prompt restorer, of law and order. When not engaged in enterprises of this kind, he leads an unenviable life aboard ship, where he is the victim of the contempt and the butt of the ridicule of sailors.

2. **Illustration or Example** [Make clear the meaning of an abstract term or a general statement by showing how it applies to actual things or in specific instances]:

An important law of political economy—important because it is widely applicable—is the law of diminishing utility. One's desire for a certain commodity is reduced as the amount of that commodity increases. A person may like ice cream very much. After he eats the first dishful, however, his desire abates; with a second dish it ceases to be intense; with a third it expires or becomes negligible. Similarly, the value of economic goods decreases as the supply increases, a relationship which we call "the law of diminishing utility."

3. **Comparison or Contrast** [Place ideas or objects alongside each other, and enumerate the points of difference or similarity]:

Most men will tell you that a person should always pay in cash for his purchases. But I have heard it contended that he does more wisely to buy on credit, especially if he has gone to live in a city where he is not yet well known. There are advantages in both methods. If a person pays cash, he buys less. Every time he makes a purchase he sees the actual money leaving his hands, and the sight has a psychological effect upon him; rather than part with the money he will dispense with the article. Thus at the end of the year he not only has a fuller purse, but has made frugality a habit. If a person buys on credit, though of course he buys more, he finds compensation for his monetary loss. His name comes to the attention of the proprietor of the store, who never waits on him personally and might never hear of him were his account not carried in the books. Thus if he buys at the right places, and makes prompt settlement at the end of the month, he forms valuable acquaintances, and soon becomes known as a man to be trusted.

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4. **Elimination** [By rejecting, one after the other, successive alternatives, make clear what an idea or proposition is not; afterward state definitely what it is]:

Just what does constitute a libel published in a newspaper is often hard to determine. It is not criticism of the government or of governmental officials, for the Constitution provides for freedom of speech and of the press. It is not denunciation of political policies, for such denunciation is the normal procedure in every political campaign. It is not the printing of news that is false or only partially true, for errors are made unavoidably every day. Libel is the malicious defamation of a person, made public by writing, and tending to provoke him to anger or to expose him to public contempt or ridicule.

5. **Justification** [Give the facts or ideas to justify a statement which might seem arbitrary if unsupported]:

It is oftentimes folly to buy an article manufactured by the best-known firm in the field. In instance after instance such firms, after building up a reputation, have made it the basis of mere selfish profit. The article will sell; why should they be disturbed whether its quality has deteriorated? The less-known firms have yet to win the favor of the public. To compete with a well-established rival they must make their goods superior to his. They offer you an article attractive, not for its trademark, but for its intrinsic worth.

6. **Repetition** [Clarify a statement by repeating it in other words or from new angles of approach]:

The girl who is every girl's friend is a person I cannot understand. All the other girls assume for her the status of beloved comrades. Not one is disqualified from this intimate relation by lack of social position, of charm, of style, of temper, even of intelligence. No freshman is so humble as to be beneath her notice; no sophomore is so lofty as to be outside the pale of her friendship. She beams at each addition to her large following, and says of every one, "I do like her; she's a peach!" I could understand this attitude toward men, I think; but her friendship is for women—all women. I repeat it: I cannot understand her.

7. **Combination of Methods** [Use the foregoing methods in any combination appropriate to the thought]:

We may define wealth broadly as [Definition] that which satisfies

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human want; but we shall understand the term better if we divide it into the two constituents, usually called free goods and economic goods. [Contrast] Free goods, as a rule, are found near at hand in abundance; but the most obvious characteristic of economic goods is scarcity. Free goods, being everywhere at man's disposal, are ordinarily to be had without expense or labor; but economic goods are obtained only at a cost in money and effort. [Example] Free goods include such things as fresh air, sunshine, and water. Economic goods include such things as food, fuel, and clothing. [Definition continued] Of course the division is not hard and fast. Free goods may be changed into economic goods by becoming rapidly scarcer. [Example] Standing timber, for instance, may come under the ownership or control of individuals, so that the supply is limited. [Contrasting example] That same timber in the form of the lumber in the houses of a deserted mining town may again become common property; but the likelihood of such reversion is rare, and [Definition continued] in general we may say that economic goods do not become free goods.

Note.—In most of the foregoing examples, as in most expository writing in general, the topic sentence is employed either openly or in some disguised form. The topic sentence is normally given at the outset, and paraphrased or referred to at the close. Without final recurrence to the initial statement the thought of a paragraph would, in many instances, be left uncompleted.

Exercise

1. Arrange in paragraphs and insert quotation marks.

When I hear the word *Turks*, said Robert, I think of Captain John Smith. That's interesting, commented the teacher. Why do you think of Captain Smith, Robert? Because he slew three Turks in combat, Robert replied. At least he said he did. For my part, interposed Marcia, the word *Turks* makes me think of Thanksgiving. And cranberry sauce, added Muriel.

MISCELLANEOUS EXERCISE

2. Give unity and coherence to the following paragraph.

Pizarro conquered the Incas. They possessed considerable culture. Their home was Peru. The Mayas lived in Yucatan and Central America. They are being proved by archeologists to have been in some ways more civilized than we are. The Aztecs were advanced, and an earlier race in Mexico which was exterminated is thought to have been still more enlightened. One of the ruins of the Mayas was discovered by Lindbergh.

3. Write four separate paragraphs about some group or organization in your school, developing the different paragraphs by different methods explained in 88f.

89.

MISCELLANEOUS EXERCISE

A. Capitals, Italics, Numbers, Abbreviations

Correct the following sentences.

1. g. d. falkner commanded in france a battalion of the american expeditionary force.
2. by walking 4 blocks to the market i get milk 2 cents cheaper and eggs 4 cents cheaper.
3. i maintain, per contra, that he labors pro bono publico.
4. and oh, yes, cicero's oration began, " or how long, o catiline?"
5. in elizabethan english thorough means through.
6. the treas'r of the co. says you may examine his a cts.
7. in knoxville, tenn., is a paper called the news-sentinel.
8. it was an a. m. in january.
9. i wouldn't give five cts. for that pen.
10. can this be the rev. mr. hobart, who preached here last spring?
11. did you read the editorial called christmas poetry in the saturday review of literature?
12. the 2 bros. were each carrying a lb. of coffee.
13. there were on jan. 1st, 1930, approximately three million people in this state. of these one thousand four hundred and twenty-six lived in this town. of these five lived at no. one thousand two hundred and sixty-nine cedar street.

MISCELLANEOUS EXERCISE

14. the prof. was thus left alone in the bldg.
15. the description of the barbarous queeque in the chapter called the spouter inn in melville's moby dick gives a reader the creeps.
16. buy either govt. bonds or st. improvement bonds.
17. maine had been represented by jas. g. blaine and thos. b. reed.
18. fowler paused & stood looking up the st.
19. the oregon rushed south through the pacific and north through the atlantic during the spanish-american war.
20. the point is this, do the repairs in st. paul's cathedral made through british and american donations insure the preservation of the edifice as designed by sir christopher wren?

B. Outlines

1. Make the best sentence outline you can of the material in 86 Exercise 1. Rearrange and combine the material in any manner you see fit.
2. Make the best topic outline you can of the material in 86 Exercise 2. Rearrange and combine the material in any manner you see fit.

PUNCTUATION

Punctuation is not used for its own sake. It is used in writing as gestures, pauses, and changes of voice are used in speaking—to add force or to reveal the precise relationship of thoughts. Before turning to details the student may well get in mind the following broad principles.

At the end of every sentence in composition a punctuation mark must be placed. What the mark should be depends upon the character of the sentence—whether interrogative, declarative, imperative, mildly exclamatory, or strongly exclamatory.

Within the sentence punctuation is employed or omitted in accordance with the four considerations which are given below. As a rule only one of these considerations is involved at a time. But in special instances two or more of them work together or come into conflict with each other. When there is a conflict, a writer must use his judgment and decide which of the considerations should have right of way.

Four Considerations Regarding the Internal Punctuation of Sentences

1. The connection in thought between elements. (Two remotely connected elements are more likely to be separated by punctuation than two closely connected ones.)
2. The order of elements. (An element is more likely to require punctuation if it is not in its natural position in the sentence.)

PUNCTUATION: THE PERIOD

3. The pairing or seriation of elements. (Elements arranged in pairs or in series of the same grammatical form and value are more likely to be accompanied by punctuation than elements not in pairs or series.)

4. The length of elements. (A long element is more likely to be set off by punctuation than a short one.)

The Period

90a. Place a period after every complete sentence (except a question or a strong exclamation).

b. Do not separate part of a sentence from the rest of the sentence by means of a period. (See 1.)

He denied the accusation, as every one expected him to do. [Do not replace the comma with a period.]

Anderson wrote good editorials, the best that appeared in any of the city papers. [Or] Anderson wrote good editorials—the best that appeared in any of the city papers. [Do not place a period after *editorials*.]

Exception.—Condensed or elliptical phrases established by long and frequent use may be written as separate sentences. They should be followed by appropriate punctuation—usually by a period.

Examples: Yes. Of course. Really? By all means!

Note.—The student should distinguish clearly between a subordinate clause and a main clause. A subordinate clause is introduced by a subordinating conjunction (*when, while, if, as, since, although, that, lest, because, in order that*, etc.) or by a relative pronoun (*who, which, that*, etc.). Since a subordinate clause does not express a complete thought, it cannot stand alone, but must be joined to a main clause to form a sentence.

c. Place a period after an abbreviation.

Bros. Mr. e. g. Ph. D. LL. D. etc.

PUNCTUATION: THE PERIOD

Note 1.—If an abbreviation falls at the end of a sentence, one period may serve two functions. If it falls within a sentence, the period may be followed by any other mark which the sense requires.

The drawer was full of bolts, fishing tackle, etc.

Charleston, S. C., is a seaport.

The speaker of the occasion—Florian S. Dodsley, Jr.—had spent five years in Brazil.

Note 2.—With the exception of a few standard expressions like Mr. and Mrs., abbreviations should not be used in formal composition. Many abbreviations are not proper unless joined with other expressions.

We spent *the morning* at a museum. [Not *the A. M.* But *We arrived at the museum at 8.30 A. M.* is correct.]

The doctor prescribed a sedative. [Not *the Dr.* But *Dr. Cassidy* is correct.]

Yes, *the number* of my shoes is $8\frac{1}{2}$. [Not *the No.* But *No. 8 $\frac{1}{2}$* is correct.]

d. Do not place a period after a heading or after items in a column.

Exercise

Insert periods in the following sentences. If the abbreviation is not proper write the entire word.

1. Come here, ^{accuse me} give an acct of yourself
2. In Jan I completed the course, although I did not get the A B degree till one fine A-M in June
3. Greensboro N.C, so I hear, was the birthplace of O. Henry
4. The Atlantic cable was laid by the *Great Eastern*, the largest ship afloat in that period.
5. The Rev. H T Martin, D. D, pronounced the benediction

PUNCTUATION: THE COMMA

The Comma

Commas are used in two ways: $\left\{ \begin{array}{l} (1) \text{ to separate} \\ (2) \text{ to surround} \end{array} \right.$

(1) A separating (one side) comma is placed *between* an element and an adjacent element. Such a comma is inserted between

the clauses of a compound sentence (a, b)

the members of some other pairs or series (c, d, e)

two elements which otherwise might falsely appear to be connected (i)

(2) Surrounding (both sides) commas are placed *around* an element which is to be set off * from the rest of the sentence. Such commas are placed before and after

non-restrictive modifiers (f)

parenthetical elements (g)

tags (like *he said*) used with quotations (h)

91a. Independent clauses in pairs or series connected by *and*, *or*, *nor*, *for*, or *but* † are separated by commas.

The hour arrived, but Forbes did not appear. [The comma emphasizes the contrast.]

He gave the money to Burke, and Reynolds received nothing. [The comma prevents confusion.]

* When an element is "set off by commas" it is ordinarily preceded and followed by a comma. If, however, the element begins or ends a sentence, only one comma is used.

I was, madam, at home yesterday.

Madam, I was at home yesterday.

I was at home yesterday, madam.

† *Yet* and *so* also have practically attained the status of coordinating conjunctions, though many instructors prefer to consider them as conjunctive adverbs, requiring semicolons.

PUNCTUATION: THE COMMA

She was glad she had looked, for a man was approaching the house.

[The conjunction *for*, unless preceded by a comma, is nearly always mistaken at first for the preposition *for*. Thus *looked for a man*.]

The raw material is not so expensive as you would expect, nor is the process of manufacture so difficult.

To make greater profits you may curtail expense, or you may increase output, or you may sell for more money.

Exception.—If the clauses are short and closely linked in thought, the commas may be omitted, especially after *and* (She came and she was gone in a moment. McCoy talked and the rest of us listened.) If the clauses are long and complicated, semicolons may be used. (See 92b.)

Note.—Commas should not follow the conjunctions.

Wrong: They went before the committee but, not one of them would answer a question.

b. Independent clauses in pairs or series not connected by conjunctions are separated by semicolons or periods. Do not use commas. (See 18.)

The jaws of the scoop swung open; out tumbled the dirt and debris.

[Or] The jaws of the scoop swung open. Out tumbled the dirt and debris. [To use a comma instead of the semicolon or the period would show lack of sentence sense.]

The circus had just come to town. Every one wanted to see it.

My courses require very hard study. Do yours? [Or] My courses require very hard study; do yours?

It is wholesome food; moreover it is appetizing. [Or] It is wholesome food. Moreover it is appetizing.

The story deals with the life of a youth, Don Juan. His mother was a widow. She desired to make an angel of the boy.

Exception.—When three or more independent clauses not joined by conjunctions are short, have parallel structure, and leave a strongly unified impression, they may be separated by commas. (Semicolons, however, would be equally correct.)

Right: He sowed, he reaped, he repented.

Also right: He sowed; he reaped; he repented.

PUNCTUATION: THE COMMA

As is explained in 91a, independent clauses in pairs or series connected by conjunctions are separated by commas. In most instances, however, a pair or series of minor elements in a sentence is not punctuated thus. The reason is that the break between minor elements is not so great as that between independent clauses.

- c. Words, phrases, or subordinate clauses in pairs or series connected by conjunctions are not ordinarily separated by commas.** Commas are employed only when there is a very special reason for them.

The bag contains oranges and lemons. [A comma after *oranges* would needlessly separate the paired nouns.]

The wide wingspread buoys the plane and steadies it. [A comma after *plane* would needlessly divide the compound predicate.]

His act was nobly patriotic or selfishly cunning. [The statement is simply factual. If a contrast or an afterthought is intended, place a comma after *patriotic*.]

The monkey climbed with Gulliver out of the window, and along the gutters, and up to the ridge of the roof. [The commas emphasize the stages of progress. For less emphasis omit the commas.]

Note.—Commas should not follow the conjunctions.

Wrong: He was enthusiastic but, inexperienced.

As is explained in 91b, independent clauses not connected by conjunctions are separated by semicolons or periods. Except in rare instances, however, a pair or series of minor elements in a sentence are not punctuated thus. The reason is that the break between minor elements is not so great as that between independent clauses.

- d. Words, phrases, or subordinate clauses in pairs or series not connected by conjunctions are separated by commas.**

Two coordinate adjectives: A cheap, coarse fabric.

Two coordinate adverbs: Hurriedly, breathlessly we scrambled up.

Three coordinate nouns: Reggie fished for tadpoles, minnows, whales.

Two coordinate verbs: He jacked up the wheel, put on the spare tire.

Two coordinate phrases: At dawn, at sunset a signal gun was fired.

PUNCTUATION: THE COMMA

Two subordinate clauses of equal rank: As prices fall, as factories shut down, thousands of workmen are set adrift.

Exception.—In accordance with the rule, consecutive adjectives which modify the same noun are separated from each other by commas. If, however, the last adjective is closely linked in meaning with the noun, no comma is used before it.

A bedraggled old rooster [*Old rooster* has almost the force of a compound word. *Bedraggled* modifies the general idea *old rooster*.]

A gaunt, shrewd professional man. [The last adjective cannot be detached from the noun without a complete change in the meaning. *Gaunt* and *shrewd* modify, not *man* alone, but *professional man*.]

Note.—The commas used with pairs or series of like elements separate the elements from each other. Whether the elements as a body should be separated from the rest of the sentence depends upon the closeness of their connection with it. In the case of consecutive adjectives which modify the same noun no comma should follow the final adjective.

Right: A frail, unarmed, frightened youngster. [No comma should be placed after *frightened*.]

e. Three or more elements in a series having the general form a, b, and c are separated by commas, including a comma before the conjunction.

Three nouns and *and*: Chile, Argentina, and Brazil.

Three verbs and *and*: She washed the dishes, dried them, and put them in the cupboard.

Four adjectives and *or*: The lampshade must be green, pink, old rose, or orange.

Three coordinate phrases and *or*: You may go in a motor bus, in a Pullman, or in an airplane.

Four subordinate clauses of equal rank and *and*: If I try, if I fail, if I try again, and if once more I am baffled, I shall still persist in the attempt.

Three independent clauses and *or*: The size of warships must be reduced, the armor plate must be made thinner, or a lighter metal must be manufactured.

PUNCTUATION: THE COMMA

Confusion avoided: The railroads in question are the New York Central, Pennsylvania, and Chesapeake and Ohio. [To omit the comma before the first *and* might suggest that the words *Pennsylvania and Chesapeake and Ohio* represent a single line or even three different lines.]

Ludicrous suggestion avoided: For breakfast we had oatmeal, bacon, eggs, and honey. [To omit the comma before *and* would suggest a mixture.]

Exception.—The comma before the conjunction may be omitted if no change or confusion in the meaning can result. But especial care must be taken if commas are to be omitted between independent clauses. (See 91a and Exception.)

Right: Hoes, picks, and shovels.

Allowable: Hoes, picks and shovels.

f. A non-restrictive element within a sentence should be set off by commas; a restrictive element should not be set off by commas. Both elements are ordinarily modifiers, and they look much alike. But there are important differences between them. A restrictive element is *built into* the sentence; to remove it would change and impair the main thought. A non-restrictive element is *added to* the sentence; to remove it would leave the main thought untouched. A restrictive element *identifies* the substantive or *limits* the verb to which it refers. A non-restrictive element *adds casual information*, there being no need to identify further or to limit. A restrictive element answers the question, "What particular——?" ("What particular person?" "What particular group?" "What particular thing?" "What particular kind?" "At what particular time?" "For what particular reason?" etc.) A non-restrictive element can be labeled, "Not strictly necessary."

PUNCTUATION: THE COMMA

1. Relative (adjective) clauses:

Restrictive: Students who are lazy do not deserve to pass. [The *who* clause points out what particular students do not deserve passing grades. If the clause were set off by commas, the sentence would mean that all students are lazy and that none of them deserve to pass.]

Non-restrictive: Thomas Carlyle, who wrote forty volumes, was of peasant origin. [The name *Thomas Carlyle* tells us what man is being talked about. There is no need to identify him further. The sole function of the *who* clause is to add some casual information about him. This information is not strictly necessary to the main thought of the sentence, that Thomas Carlyle was of peasant origin. If the clause were struck out the main thought would be unchanged.]

Restrictive: Where is the house that Jack built?

Non-restrictive: I went to Jack's house, which is across the street.

Restrictive: First prize goes to the pupil whose chart is most accurate.

Non-restrictive: Philip, whose chart is most accurate, wins first prize.

Restrictive: The building to which this sign was attached was a slate-roofed tavern in Cornwall.

Non-restrictive: They waited at the cove, to which the strange ship cautiously drew near.

Note—Sometimes the wording of a sentence permits a clause to be either restrictive or non-restrictive. In such instances the writer should decide which of the two possible meanings he wishes to convey.

Right: The man who had a cold last week is sneezing again today. [The *who* clause is restrictive. It identifies the man.]

Also right: The man, who had a cold last week, is sneezing again today. [The *who* clause is non-restrictive. The reader is supposed to know already who the man is.]

2. Participial phrases and other adjective modifiers:

Restrictive participial phrase: Books pertaining to aeronautics are in demand. [*Pertaining to aeronautics* explains what books are referred to. Without it the meaning of the main thought is changed.]

PUNCTUATION: THE COMMA

Non-restrictive participial phrase: Marguerite, hearing the voice, turned quickly. [*Hearing the voice* does not identify *Marguerite*, and the thought of the main clause is complete without it.]

Restrictive: He climbed into the car standing at the curb.

Non-restrictive: Emily dismounted in haste, trembling all over.

Restrictive: A country made up of democratic people must be lacking in centralized power.

Non-restrictive: Our country, made up as it is of democratic people, lacks the centralized power of a monarchy.

Restrictive: He spoke to the man seated on his left.

Non-restrictive: Clive caught sight of the fox as it broke cover, alarmed by the baying.

Non-restrictive: Alarmed by the baying, the fox broke cover. [A participial phrase at the beginning of a sentence is nearly always non-restrictive.]

Restrictive adjective phrase (not participial): The Brewsters of Nantucket send their regrets.

Non-restrictive adjective phrase (not participial): George and Mary Brewster, of Nantucket, send their regrets.

Restrictive adjectives: The grim and ancient walls loomed through the mist.

Non-restrictive adjectives: The walls, grim and ancient, loomed through the mists.

3. Adverb clauses:

Restrictive *when* clause: The score stood twelve to twelve when the first half ended.

Non-restrictive *when* clause: Lucretia replied, when she had finished powdering her nose, that George was a dear.

Restrictive *while* clause: Work while it is called today.

Non-restrictive *while* clause: The abbey stood roofless and dilapidated, while the cloisters were unharmed by the centuries. [*While* in the sense of *but* is always non-restrictive.]

Restrictive *where* clause: We followed where the pack mules led.

Non-restrictive *where* clause: The fish are more plentiful just here, where the waters of the creek mingle with those of the river.

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Restrictive *if* clause: I shall be angry if you tell that story.

Non-restrictive *if* clause: I'll take lemon pie, if you please. [The *if* clause is added loosely, from politeness.]

Restrictive *as* clause: Janet watched eagerly as the train drew into the station.

Non-restrictive *as* clause: The piston broke, as you said it would.

Restrictive *since* clause: The fields have looked greener since the rain fell.

Non-restrictive *since* clause: Herrick signed with an indelible pencil, since his fountain pen was dry.

Restrictive *after* clause: In his ignorance of parliamentary law Crabb tried to introduce a motion after the meeting was declared adjourned.

Non-restrictive *after* clause: They reached the summit at eight o'clock, after the sun had been up for hours.

Restrictive *because* clause: I do not paint the house because paint will improve its looks. [Probably the paint does improve the looks. But it is not for this particular reason that I do the painting.]

Non-restrictive *because* clause: The paint will preserve the building, because unprotected wood admits moisture. [The *because* clause is thrown in as an explanation. It is not strictly necessary to the main thought.]

Restrictive *so that* clause [purpose]: He wore colored glasses so that the sun would not blind him.

Non-restrictive *so that* clause [result]: The roof caved in, so that the tunneling was interrupted. [So *that* clauses of result are always non-restrictive.]

Non-restrictive *though* clause: The council ordered the boulevard paved, though there were no funds in the treasury. [*Though* and *although* clauses are always non-restrictive.]

Note 1.—All the preceding examples are of adverb clauses which follow the main clause. Adverb clauses which precede the main clause are normally punctuated according to the same rule; that is, the non-restrictive ones are set off by commas, the restrictive ones are not. But even the restrictive clauses may be set off by commas (1) if they are long or (2) if they end with words which link themselves with words in the main clauses.

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Long restrictive clause preceding the main clause: As soon as the teacher drew a diagram and showed that the two points must coincide, Doak began to understand the problem.

Restrictive clause ending with words easily attached to words in the main clause: If Jacob finds time to plow, the garden can be planted tomorrow. [The comma prevents *to plow the garden* from being read as infinitive and object.]

Note 2.—Adverb phrases should, in logic, be treated like adjective phrases; that is, the non-restrictive ones should be set off by commas, the restrictive ones should not. But the tendency is to omit commas with both.

g. Parenthetical elements are normally set off by commas.

(But see 94a and b and 95a.) Such elements are a special type of non-restrictive elements. (See 91f.)

1. Appositives:

Non-restrictive noun: A neighbor of mine, Stovall, is a nurseryman. [*Stovall* is an appositive of *neighbor*.]

Non-restrictive noun with modifier: Stovall, my neighbor, is a nurseryman. [*Neighbor* is an appositive of *Stovall*.]

Non-restrictive noun with modifiers: We arrived at Austin, the capital of Texas. [*Capital* is an appositive of *Austin*.]

Non-restrictive noun with modifiers: William, the conqueror at Hastings, soon made himself king of England. [*Conqueror* is an appositive of *William*.]

Non-restrictive noun clause: This last fact, that cotton was king, affected all Southern life. [*That cotton was king* is an appositive of *fact*.]

Non-restrictive noun phrase: His final wish, to make Hetty his heir, was not embodied in his will. [*To make Hetty his heir* is an appositive of *wish*.]

Note 1.—Under certain circumstances a noun has the force of a restrictive modifier and therefore the comma is omitted. (a) When the appositive is part of a proper name. Right: William the Silent, Alexander the Great. Right: The victor at Hastings became known as William the Conqueror. (b) When there is an unusually close connection between the appositive and the noun it modifies. Right: My one

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confidant was my brother Robert. Right: My neighbor Stovall was a nurseryman. (c) When the appositive is a word or expression to which attention is called by italics or some other device which sets it apart. Right: The word *sequent* is derived from Latin. Right: The expression "That's fine" is one which I use indiscriminately.

Note 2.—A clause or phrase which modifies a noun restrictively is not an appositive and must not be set off by commas. Right: The fact that barnacles are attached to the hull retards the speed of the ship. Right: His wish to found a great industry had been achieved. [Contrast these sentences with the fifth and sixth examples, above.]

Note 3.—Repeated words and vocational designations may be regarded as appositives.

Phipps, the mild Phipps, was gesticulating furiously. [The noun *Phipps* as repeated with modifiers has the force of an appositive.]

The first witness was Eric Akers, blacksmith.

The letter was signed "R. E. Lee, Genl."

The Reverend Anthony Watkins, D. D., thundered from his pulpit.

2. Successive items of geographical names or of dates:

At 8 P. M., June 16, 1932, in the bride's home at 3568 Olive Street, St. Louis, Missouri, the wedding party assembled.

Exception. —No comma should be placed between the street number and the street, between the month and the day of the month, or between the number and the forms (A. M., A. D., etc.) which indicate time. No comma should be inserted before the number in an expression like "in the year 1649."

3. Words used in direct address:

You've done well, my boy.

Write soon, Henry, and tell all the news.

The first point, ladies and gentlemen, is this.

4. Mild interjections:

Well, we shall see.

Come now, let's talk it over.

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But alas, the cupboard was bare.
The custom is, oh, very old.

5. Directive expressions:

They intend, as you know, to build a dam across the river.
His father, they say, was frugal and industrious.
I, on my part, however, am unalterably opposed to the expenditure.
First, they rented a banquet hall. In the next place, they arranged
to purchase provisions.
Yes, Caleb won the medal.

6. Absolute expressions [expressions related in thought, but not grammatically joined, to the remainder of the sentence]:

The uncertainty over, we were ready to proceed. [The thought of the main statement, *we were ready to proceed*, is complete without the absolute expression.]

This being admitted, I shall proceed to my other evidence.
The courtier bowed, hand on heart, and awaited the bidding of the king.

Whoever it is that wrote these verses, we have a poet among us.
Generally speaking, the large ones eat the small ones. [*Generally speaking* is an absolute expression.]

Note.—An absolute expression qualifies the sentence as a whole rather than any single element in it. Do not mistake a built-in gerund phrase for an absolute expression.

Built-in gerund phrase: In buying the suit make sure that you get all wool. [Do not place a comma after *suit*.]

Built-in gerund phrase: Touching another runner constitutes a foul. [*Touching another runner* is the subject of the sentence. It should not be set off by a comma.]

7. Elements in general of an interruptive or merely additive nature:

Opposite the name Farley, J. N., was the grade C.
The day, and a sad day it was, dawned slowly.

PUNCTUATION: THE COMMA

His purpose, supposedly at least, was to advance the general interests. The wounded soldier, in the slow manner that his strength permitted, crawled back toward our lines.

The boy could barely add, and could not subtract, the simplest numbers.

Hank considered himself, and in many respects justly, the best placer miner in Arizona.

Old cans, etc., were scattered over the back yard. [*Etc.* is always used parenthetically.]

- h. An expression like *he said* which introduces or accompanies a direct quotation is set off by commas.** (But in introducing a long or formal quotation use a colon.)

He shouted, "Come on! I dare you!"

"We're ready," replied our captain.

"Pigs," the station master insisted, "is pigs."

Note.—A quoted expression which is welded into the structure of the sentence is not set off by commas.

He declared that to "stint and slave" was all the poor folks did.

Caution.—In indirect quotations do not place a comma between a verb and a *that* or *how* clause which the verb introduces.

He explained how the accident occurred. [Place no comma after *explained*.]

The chauffeur told us that the gasoline tank was empty. [Place no comma after *told us*.]

- i. Parts of a sentence which might erroneously be read together are separated by a comma.** (Further examples or discussion will be found in 91a, 91e and Exception, and 91f 3, Notes 1 and 2.)

Long before, she had received a letter. [The omission of the comma would be confusing.]

We turned the corner and the horse stopped, throwing us off.

Through the alumni gathered there, went a thrill of dismay.

PUNCTUATION: THE COMMA

For a dime you can buy two pieces of pie, or cake and ice cream.
Nevertheless to Rachel, Harris appeared selfish.

Note.—Another method of preventing ambiguity is to recast the sentence.
She had received a letter long before. [Or] She had long before received a letter.

To omit a necessary comma is a fault, but to insert an unnecessary comma (the point we are now going on to discuss) is an even greater fault. You should be able to give a sound reason for the presence of every comma you employ.

j. Do not use a superfluous comma**i. To separate two elements closely related in grammar.**

Adjective and noun: A tall, solemn clock stood in the hallway. [The comma separates the adjectives from each other. There is no reason why a second comma should separate *solemn* from *clock*.]

Subject (noun) and verb: The insignia on the sleeve of the grenadier's blouse attracted Tim's attention. [Do not place a comma after *blouse*.]

Subject (noun clause) and verb: That a bear had been prowling round the cache was evident from the tracks. [Do not place a comma after *cache*.]

Subject (noun phrase) and verb: To signal the ferryman is our surest way to get across the river. [Do not place a comma after *ferryman*.]

Verb and object: Sparhawk thrust from a window in the upper story the muzzle of a battered fowling piece. [Do not place a comma after *story*.]

Paired elements (nouns): The milliner had in stock hats and bonnets. [Do not place a comma after *hats*.]

Paired elements (phrases): The children played along the aisle or in the vestibule. [Do not place a comma after *aisle*.]

Note.—An interruptive element which is set off by *two* commas may separate elements closely related in grammar.

Tillinghast, rushing madly from the engine room, shrieked that the boiler had run dry.

PUNCTUATION: THE COMMA

2. To precede or to follow a restrictive element. (For a full discussion of restrictive elements see 91f.)

A plane which carries parachutes is safer to ride in. [Do not place a comma before *which* or after *parachutes*.]

3. To introduce indirect discourse.

The prince replied that the owner of the glass slipper must be found. He then told his father how he had met her. [Do not place a comma before *that* or *how*.]

4. To introduce a quoted or italicized expression or a title.

I dislike the phrase "perfidious Albion." [Do not place a comma before *perfidious*.]

As a prize they awarded him a copy of *Robinson Crusoe*. [Do not place a comma before *Robinson Crusoe*.]

5. To accompany a question mark or an exclamation point.

"Ho! the roof's afire. Where is the ladder?" he shouted.

6. To precede the first item in a series unless the comma would be employed if the item stood alone.

He made a study of gymnastics, medicine, and surgery. [Do not place a comma before *gymnastics*.]

He had learned to be prompt, to think clearly, and to write correctly. [Do not place a comma before *to be prompt*.]

7. To follow a conjunction.

It was not gold, but sand. [Do not place the comma after *but*.]

You may trim the hedges, or you may rake the lawn. [Do not place a comma after *or*.]

8. To follow a built-in gerund phrase.

In operating the steam riveter he clung to a girder high above the earth. [Do not place a comma after *steam riveter*.]

PUNCTUATION: THE COMMA

But putting the salt on the bird's tail was just the trouble. [Do not place a comma after *tail*.]

9. To follow a short introductory phrase unless the phrase is parenthetical.

In the road stood a wagon. [Do not place a comma after *road*.]

10. To mark pauses or for no real reason.

The taking of notes is a guarantee against inattention in class. [Do not place a comma after *notes*, *guarantee*, or *inattention*.]

Exercise

Insert commas wherever they are needed, periods after abbreviations, and the proper marks after all sentences. Do not use the comma splice. Insert a capital letter whenever you form a new sentence.

a

1. Bayliss looked straight ahead as he talked for he had a crick in his neck
2. We had better telephone that we are delayed or our hostess will be inconvenienced in serving dinner
3. I care not whose it is nor do I know why it is here I simply refuse to have it about
4. You may need a new set of tubes or your battery may need recharging
5. He went whirling from the trapeze through the air but the hands of the second acrobat received him

b

1. The voices of the coyotes fitted into each other in fact they ran the musical scale
2. The glossy new coat of the animal had its blemishes in many places clung tufts of unshed hair

PUNCTUATION: THE COMMA

3. Maxey loved to play that battered accordion, out of it he squeezed and yanked wheezy music
4. Ice hockey is a beautiful game for the spectator, skilful players glide rhythmically back and forth
5. It was the big masquerade, the dominoes were varied and novel, an eerie quality vibrated in the music

c and d

1. Gravely, sadly the doctor shook his head
2. He was a stooped, wizened, incredibly small, old man
3. There hangs Mona Lisa with her deathless fascination, with her inscrutable smile
4. You can season the dish with paprika, or horse-radish
5. They came from the sea, by the sea they departed

e

1. Instructors teach us to float, dive and swim
2. Three universities you would like are Tulane Stanford and Washington and Lee
3. You receive the money, ring up the amount in the cash register, and give the customer his change
4. For dessert you may have sherbet, custard, or peaches and cream
5. Since the motion has been made and seconded, since it has been amended, and since a substitute motion has been offered just what is before the house

f 1

1. Arthritis, which is an inflammation of the joints, is very painful
2. The boy who first climbs the greased pole may have the five-dollar bill at the top
3. Oak posts, which are more durable than poplar, should be used for fencing
4. The swimming suit which I borrowed from my brother was too large
5. John Quincy Adams who preceded Jackson as President was a son of the Adams who had been a rival of Jefferson

PUNCTUATION: THE COMMA

f 2

1. The man with the suitcase is a commercial traveler
2. The next man, smiling, stepped up to the ticket window
3. We saw them whispering and smiling
4. The man holding up that fish wants you to snap his picture
5. Clayton, holding desperately to the raft, was buffeted by the next wave
6. A new and shiny car rolled down the street
7. A car, new and shiny, rolled down the street
8. My sister Magdalene who is often mistaken for Harriet is really much the taller of the two
9. Magdalene, mistaken for Harriet, laughed good-naturedly
10. There stood the monarch, kind, tall and stately

f 3

1. Gather ye rosebuds while ye may
2. Chauncey liked to take his ease in the clubs, while Louis asked nothing better than to toil in remote logging camps
3. Water has oozed into our cellar, as we feared it would.
4. Spectators crowded the roofs of Boston as the redcoats attacked Breed's Hill.
5. Can it be that Maurice with that dollar bought carnations instead of spaghetti and beans
6. I have not been taking the paper, since the subscription rates were increased
7. Let them come in July after the rainy season is over
8. Can you visit me when Easter vacation comes?
9. The manufacturers thrived until the invention of the automobile when bicycles were driven from the market
10. Put more starch in the shirt so that it will look fresher

g 1

1. Estelle Maynard my cousin is a member of that sorority
2. Your last remark, that this fellow Drapier plays the violin well, does not surprise me
3. Your greatest desire, to see an Indian in his war paint, will not be easy to gratify

PUNCTUATION: THE COMMA

4. The stairs, the old wooden stairs, were worn by footsteps
5. Two men Barclay and Lessingwell spoke up
6. The problem Colonel Goethals now faced to stamp out yellow fever from Panama was preliminary to the construction of the canal let us see how he solved it
7. The discovery that the blood circulates was made by William Harvey
8. Alfred the Great was a noble monarch
9. This is a loganberry a hybrid between the blackberry and the raspberry
10. The resolution in question "that these united colonies are and of right ought to be free and independent states" was offered by Richard Henry Lee

g 2-7

1. Whoever built it, the tower is admirable I say
2. Fitch, was to put it, mildly annoyed
3. I rise Mr. Chairman to a point of order the point is as follows :
4. The machine, and this statement is based on actual demonstration, will weave twice as much cloth as the former model
5. The stirrups are just the right length, I dare say
6. The gentleman, as you doubtless have observed, is lame
7. Regardless of who made it, the estimate is incorrect
8. On the other hand, to state the case as simply as possible the high tariff reduces the number of imports
9. Soiled goods depreciation etc. reduce the profits you understand
10. At 2 P. M., on Saturday, Sept. 3, 1932 the picnickers assembled at 610 W. Fifth St. Coffeyville, Kans. for an outing on the Verdigris River, the group was a jolly one

h

1. Lula declared firmly "Not I"
2. Mother explained how she made the crust crisp
3. "Nonsense", laughed Pemberton
4. Have you noticed that "the almighty dollar" is an expression often used

PUNCTUATION: THE SEMICOLON

5. "The lions" cried the ringmaster "will leap from horseback through the blazing loops watch them"

i

1. You may have it in quarters or nickels and dimes
2. To the French English sounds are difficult
3. Cosette looked still in hopes that it might be Antoine
- ✓ 4. As the hook caught sighs of relief broke from Iris and Christina
- ✓ 5. I stepped ashore under my feet the soil of the orient at last

j

Besides following the general instructions given above, strike out the superfluous commas.

1. An old, battered, cup hangs beside the pump hundreds drink from it
- ✓ 2. That the particles glitter, does not prove them gold
3. The page containing the colored illustration, drew the eyes of the infant
4. The print is fine but, I have my spectacles
- ✓ 5. The boat is hidden either in a cove, or among the reeds
6. Make grandma tell you, how they used pokeberry juice for ink
7. Shakespeare is the author of *Othello*, Iago is one of the principal characters
8. Opening that can, requires a can opener
9. The top of my desk, is covered, with a huge blotter, it's very convenient
10. Did Dyckman say, that there was frost on the ground this morning

2.

The Semicolon

The semicolon represents a division in thought somewhat greater than that represented by a comma (it is sometimes called a double comma), and somewhat smaller than that represented by a period (it is sometimes called a half period). It may indicate that two statements are separate units in grammar, and are yet to be taken together to form a larger unit of logic or thought.

- 92a.** A semicolon is used between independent clauses of a compound sentence which are not joined by a conjunction—*and*, *or*, *nor*, *but*, or *for*. (For a possible exception see 91b.)

Tad was alarmed; in fact he was terrified. [Do not fail to place a mark of punctuation after *alarmed*. Do not let this mark be a comma.]
Podger drew up at the curb; he leaped from the car.

Note.—Very often the writer may choose freely between the semicolon and the period; in such instances the use of the semicolon implies greater logical unity between the clauses than the use of the period would show. Unless this logical unity is distinct the period is to be preferred.

- b.** A semicolon is sometimes used between independent clauses which are joined by a conjunction if the clauses are long, or if they have commas within themselves, or if obscurity would result were the semicolon not used. (Otherwise, see 91a.)

Very slowly the glow in the heavens deepened and extended itself along the eastern horizon; but at last the bright-red rim of the sun showed above the crest of the hill. [The semicolon, a heavy mark of punctuation, is a balance to the length of the clauses.]

He arrived, so they tell me, after nightfall; and immediately going to a hotel, he called for a room. [If a comma followed *nightfall*, there would appear to be equal separation between all the word-groups. The semicolon clarifies relationships by showing where the separation is greatest.]

Lucy enjoyed the dinners, and the dancing, and the music; and the whole gay round of fashionable life was a delight to her. [If the semicolon were replaced by a comma there would at first appear to be not two main clauses but a fourth noun—*round*—in the same series with *dinners*, *dancing*, and *music*.]

Note.—The rule sometimes applies to other elements than independent clauses when these elements contain commas.

PUNCTUATION: THE SEMICOLON

A series of phrases containing commas: From all parts of the country—from Bangor, Maine; from Tallahassee, Florida; and from Tacoma, Washington—came letters of inquiry.

- c. A semicolon is used between independent clauses which are joined by a formal conjunctive adverb (*then, hence, thus, also, moreover, likewise, otherwise, therefore, accordingly, consequently, besides, still, nevertheless, or the like*). If a simple conjunction like *and* is also used between the clauses a comma will suffice. But only in exceptional cases (see Note) is a comma sufficient before a conjunctive adverb which stands alone.*

We have failed in this; therefore let us try something else. [Punctuation after *this* is required. A comma would be insufficient.]

He was tattered and muddy; besides he ate like a cormorant.

Note.—Good usage sometimes permits a comma to replace the semicolon before a conjunctive adverb in short sentences where the break in the thought is not formal or emphatic.

I won't go; so that's settled. [Semicolon desirable because *so* is used formally and emphatically.]

I was excited, so I missed the target. [Comma sufficient because *so* is used informally, and probably expresses degree as well as result. Compare "I was so excited that I missed the target."]

- d. A semicolon is not used as a mark of introduction. Before quotations or after the "Dear Sir" in letters use a comma or a colon. Before lists use a colon or a dash. (See 91h, 93a and c, and 94c.)

Mother said, "Let me get my needle."

Three senators were appointed on the committee—Moses of New Hampshire, Borah of Idaho, and Robinson of Arkansas.

* Conjunctive adverbs may be clearly distinguished from simple conjunctions (see 91a). They cannot always be easily distinguished from subordinating conjunctions (see 90b, Note), but the distinction, when it can be made with certainty, is an aid to clear thinking.

PUNCTUATION. THE COLON

Exercise

Insert semicolons and commas wherever they are needed, and the proper marks after all sentences.

1. Si Chatterton can't go he's married
2. They acquire wealth and fame and ruin is often the result
3. This shirt has bleached badly moreover the cuffs are frayed
4. This dam was not made by men it was built by beavers
5. Business is very dull hence the wholesale houses will send out goods on consignment
6. Frank suspected that a tire was flat accordingly he drew over to the curb and stopped
7. You should wear a dinner jacket the banquet is formal
8. These goods have been picked over somewhat still there are good bargains left
9. A guilty conscience they say needs no accuser and this being the case you require no indictment from me
10. Automatic signals it is assumed regulate traffic at intersections but drivers slacken speed still more as tests have proved if an officer is in sight

The Colon

93a. A colon is used to introduce formally a list, a statement or question, a series of statements or questions, a long quotation, or (in rare instances) a word.

My favorite novels are the following: *Ivanhoe*, *Henry Esmond*, and *The Mill on the Floss*.

The difficulty is this: Where is the money to come from?

The measure must be considered from several standpoints: Is it timely? Is it expedient? Is it just? Is it superior to the other measures proposed?

I shall do three things next year: study hard, take care of my health, and enter into various student activities.

Webster concluded with the following peroration: "When my eyes turn to behold for the last time the sun in heaven," etc., etc. [A colon precedes even a brief quotation which is meant to be introduced formally or which stands on a separate line.]

PUNCTUATION: THE COLON

Only one man stood between Burr and the presidency: Jefferson.
 [The formality and emphasis of the introduction justify the colon before the single word. A dash, however, would serve equally well.]

Note.—In ordinary writing a colon is not employed after a mere fragment of a sentence; it follows a statement which is grammatically complete. Therefore it should not introduce an informal series or an indirect quotation.

My favorite novels are *Ivanhoe*, *Henry Esmond*, and *The Mill on the Floss*. [Do not place a colon after *are*.]

He said that he would go. [Do not place a colon after *said*.]

b. A colon may be used before concrete illustrations of a general statement.

The colors were various: blue, purple, emerald, and orange.

The day was propitious: the sun shone, the birds sang, the flowers sent forth their fragrance.

c. A colon is normally used after the salutation of a letter.

The comma, however, is still sometimes employed when the letter is brief and informal.

Exercise

Insert colons and commas wherever they are needed, and the proper marks after all sentences. Do not use the comma splice. Insert a capital letter whenever you form a new sentence.

1. The committee consists of these members: Follansbee, Rykoff, and Irving
2. The members of the committee are Follansbee, Rykoff, and Irving. don't you think them capable
3. Young Rosebery had three ambitions, to marry an heiress, to become prime minister, and to win the Derby. All were fulfilled
4. My question is this: how large an attendance will you guarantee?
5. The postmaster obtains office in the following way: his senator or representative recommends him and the president appoints him.

The Dash

94a. Dashes may ordinarily be used instead of the marks of parenthesis to set off * matter within a sentence.

She fell asleep—would you believe it?—in the middle of the lecture.

[Parentheses would seem old-fashioned.]

That fellow actually—of course this is between you and me—stole money from his father.

When Jan struck at the snake—it was big and venomous looking—it coiled defensively. [The enclosed matter is too important to be set off by parentheses.]

Note.—A question mark or exclamation point may, when called for, be inserted before the second dash (see the first of the preceding examples); but except after an abbreviation no period should be inserted (see the second and third examples).

When a dash and a semicolon would fall alongside each other the dash is omitted. When a dash and a comma would fall alongside each other the comma is omitted.

The horse shied—he was a high-strung animal; the girl dropped the reins. [Do not place a dash after *animal*.]

Though Neil did not cry—no boy of his age would do that—he squirmed apprehensively. [Do not place a comma before *he*.]

b. Dashes may be used instead of commas where emphasis is desired or obscurity must be guarded against.

Ballew—rabid hireling of the yellow press—screamed curses against him. [The use of commas would be clear, but less forceful.]

Grace Babcock—the little Grace Babcock you knew in your childhood—is president of the women's clubs of the state.

These collections—stamps, coins, and old campaign buttons—belong to

* When an element is "set off by dashes" it is ordinarily preceded and followed by a dash. If, however, the element begins or ends a sentence, only one dash is used.

A hammer, a saw, and a wrench—these were all the tools he had.

They had underestimated various items—for example, the cost of drilling.

PUNCTUATION: THE DASH

school children. [If commas were used instead of dashes the first four nouns would appear to constitute a series.]

Tony Romero—leader of our gang, you remember, when we played under the viaduct—is going on a polar expedition. [If commas were used instead of dashes the reader might at first be uncertain where the parenthetical element ends.]

Until they do what two persons have never done—think alike in a crisis—the man at the wheel must do the driving.

Unless you can exercise one power—namely, that of considering with your brains apart from your emotions—you will never be a philosopher. [When terms like *namely*, *that is*, and *e. g.* are used to introduce an appositive expression they are normally preceded by a dash and followed by a comma.]

Emphasis upon an alternative expression: His manners—or his gaucheries—we found deplorable.

Note.—As will be seen from the preceding examples, most of the expressions set off by dashes rather than by commas are appositive or explanatory. But with other expressions also dashes may replace commas.

Emphasis upon a specific example: We are scorned by the Europeans—notably by the French.

Emphasis upon a series: I dislike—oppose—denounce the whole scheme.

c. A dash may sometimes be used as an informal substitute for a colon.

One subject she prated on endlessly—fashions.

The principal named three of us—Blewett, Upshaw, and me.

What it comes to is this—will you indorse Cheney's note?

Let me give you this advice—work hard, save your money, shun evil companions.

d. A dash may be used to break off a sentence or to change its course.

Of course if you mean that—

The next morning—let's see, what happened the next morning?

PUNCTUATION: THE DASH

Note.—A dash which ends a sentence is not followed by a period. It is followed, however, by a question mark or an exclamation point if the completed sentence would require either of them.

Can you tell me the—?

As for that fellow—!

e. A dash may be used to show hesitation or to add an afterthought.

That trip was the third—wait a minute—the fourth—or maybe the fifth.

Barnes played a mischievous trick one day—in fact, Barnes was always into mischief.

f. A dash may be used to introduce a summarizing statement.

When you have carried in the wood and the water, and milked the cows, and fed all the stock and the poultry, and mended the harness—when you have done these things, you may consider the rest of the evening your own.

A thick slab of bread above, a thick slab of bread below, and an imaginary slice of ham between them—that's what the sandwich was like.

g. A dash may be used to create emphasis or suspense.

I am not hungry—nor would I eat in such a place.

I shall go—whenever I please.

The man was—Washington himself.

h. The use of the dash to end sentences is childish.

At dawn I went on deck. Far off to the left was a cloud, I thought, on the edge of the water. It grew more distinct as we angled toward it. It was land. Before noon we had sailed into harbor. [Do not replace the periods with dashes.]

i. A dash should be made about three times as long as a hyphen; otherwise it may be mistaken for the sign of a compound word.

PUNCTUATION: PARENTHESES AND BRACKETS

Exercise

Insert dashes, commas, question marks, and exclamation points wherever they are needed, and the proper marks after all sentences. Do not use the comma splice.

1. A juniper tree-waif of those wind-swept ridges-clung to the bare rock
2. Winkleman oh! what a skater Winkleman is-plays goal keeper on our hockey team-~~Have you seen him ?~~
3. All kinds of dogs-pups poodles old mastiffs-roamed about the kennels
4. Have an egg-have boiling water-have a watch-boil the egg in the water for three minutes by the watch-that's how to boil an egg just enough
5. The fox is extremely clever-it would surprise you how clever foxes are
6. Now in speaking of Bryce-ah! one doesn't speak of Bryce,
7. Merrick's playing in the singles-or doubles-either will not help our team
8. Should you have to jump-of course such a need might arise-do not pull the string of the parachute too soon
9. Olive Wendall-do you remember Olive Wendall lives just round the corner
10. There are three halts from-recitation recess lunch period and study period

Parenthesis Marks and Brackets

95a. Parentheses may be used to enclose matter foreign to the main thought of the sentence or of the composition. (But see 91g and 94a.)

Athletes are not necessarily poor students (I have elsewhere proved this statement); they are often studious and even scholarly.

The agent showed us a smaller house (it had only four rooms), but the cost was still beyond our means.

His testimony is conclusive (unless, to be sure, we find that he has

PUNCTUATION: PARENTHESES AND BRACKETS

perjured himself). [Though the use of parentheses in this sentence is correct, most writers would substitute a dash before *unless*. Parentheses are rarely used nowadays to set off important matter within a sentence.]

I said I would feel his pulse. (It took me some time to get my thumb on the right spot.) The feebleness of the beats alarmed me. [Parentheses are regularly used to set off interpolated matter consisting of complete sentences which begin with a capital and end with a period or its equivalent.]

Note.—The main part of a sentence which contains parentheses (see the first three of the preceding examples) is punctuated exactly as it would be if the parenthetical matter were struck out. A complete statement enclosed within a sentence by parentheses (see the first two examples) does not begin with a capital or end with a period; it may, however, end with a question mark or an exclamation point if its character permits.

Our farmers (think of it!) eat fruits canned in factories.

b. Parentheses are used to enclose figures or letters which mark a series of enumerated elements.

These early symptoms fit two diseases: (1) appendicitis, (2) typhoid fever.

I shall point out several reasons why writers from the trans-Mississippi section went east during this period.

(a) They wished to be nearer the publishing centers. Of these New York and Boston were the foremost. . . .

(b) They could more readily profit from the Eastern desire to see them on the lecture platform. . . .

(c) They longed for more cultural surroundings. . . .

c. Parentheses are used to enclose matter of various types which is inserted for the sake of its utility—explanations, directions to readers, references to diagrams, tables, or pages, and the like.

Ten pounds (about fifty dollars) has been expended.

The year of Scott's death (1832) was one of notable events.

PUNCTUATION: PARENTHESES AND BRACKETS

Some sinister act (an attempt to tamper with the jury?) is hinted in the letter.

This topic (see Appendix D) is very complicated.

The gearshift (Fig. 2, f) regulates the speed and the power.

Note.—If a pronoun is weakly or ambiguously used do not explain it by means of a noun in parentheses. Strike out the pronoun and substitute the noun.

In this household were two children—a son, Jock, and a daughter, Nannie. They differed very greatly from each other. He (Jock) was always quarreling with two neighbor lads, Tam and Cloutie. [Omit *He* and write *Jock* without the parentheses.]

- d. When confirmatory symbols or figures are enclosed within parentheses, they should follow rather than precede the words they confirm.**

They earn three (3) dollars a day. [Do not place the figure before *three*.]

They earn three dollars (\$3) a day. [Do not place the symbol and figure before *three dollars*.]

- e. Do not use parentheses to cancel a word or a passage.**
Draw a horizontal line through whatever is to be omitted.

- f. Brackets are used to insert explanations, corrections, or omitted matter in a quotation which one gives from a writer or speaker.** Explanatory matter inserted by the original writer is enclosed within parenthesis marks.

“Bunyan’s masterpiece (*Pilgrim’s Progress*),” the writer declares, “is [out] of harmony with the spirit of the age that produced it [the age of the Restoration]. Its publication in the reign of James II [Charles II] is incredible.” [The parentheses indicate matter which was in the original statement. The brackets indicate matter—an inadvertent omission, an explanation, and a correction—which was not in the original statement.]

PUNCTUATION: QUOTATION MARKS

Exercise

Insert parenthesis marks, brackets, commas, and colons wherever they are needed, and the proper marks after all sentences. Do not use the comma splice. Insert a capital letter whenever you form a new sentence.

1. The text states clearly see page 97 that the positive electron is called the proton, let me show you the passage
2. I shall consider these topics 1 the symptoms 2 the cause 3 the cure
3. I will give you fifty (50) cents for it, what do you say
4. In this year 1897 the diamond jubilee of Queen Victoria was celebrated
5. Luella turned scarlet Luella frequently turned scarlet speechless with anger she flounced out of the room
6. "Robinson Caruso Crusoe" the student wrote "was shipwrecked on an uninhabited aisle isle"
7. The sentence reads "In this year the author means 1897 the diamond jubilee of Queen Victoria was celebrated"
8. A deficit of thirty dollars and twenty-two cents \$30.22 is the result
9. Janice remarked "A whole chapter Louise afterward told me it was No. 17 is assigned for Thursday"
10. He is an old man eighty-seven next month but still hale and vigorous, should you like to meet him

Quotation Marks

96a. Quotation marks should be used to enclose a direct quotation.*

"I am thirsty," he said.

On page 39 Oscar found the statement, "Government, like a business, should be conducted by a board of directors." [A quoted sentence should begin with a capital even if preceded by introductory words.]

* Most writers employ double marks (" "). But the use of single marks (') is growing. Whichever system a writer adopts he should adhere to consistently.

PUNCTUATION: QUOTATION MARKS

They declared he knew the subject as well "as if he had been through it with a lantern." [A quoted expression which is welded into the structure of a sentence need not begin with a capital.]

Note.—For the non-use of quotation marks with an indirect quotation see 96k 1.

b. A quotation of several paragraphs should have quotation marks at the beginning of each paragraph and at the end of the last paragraph.

c. In narrative each separate speech, however short, should be enclosed within quotation marks;* but a single speech of several sentences should have only one set of quotation marks.

"Will you come?" she pleaded.

"Certainly." [Do not omit the concluding marks after the question mark or the beginning ones before *Certainly*. Do not place the two speeches in one paragraph.]

He replied, "It was not for my own sake that I did this. There were others whom I had to consider. I can mention no names." [The three quoted sentences constitute one person's reply. To place them in separate paragraphs and surround each individual sentence with quotation marks would indicate (a) that there were several speakers or (b) that one speaker replied on different occasions.]

d. Quotation marks may be used with technical terms, with slang introduced into formal writing, or with nicknames; but not with merely elevated diction, with good English that resembles slang, with nicknames that have practically become proper names, or with fictitious names from literature.

Permissible: The rime is called a "feminine rime." He is really "a corker." Their name for my friend was "Sissy."

* It is also placed in a separate paragraph from other speeches. (See 88c.)

PUNCTUATION: QUOTATION MARKS

Better without the quotation marks: He was awed by "the grandeur of the mountains." "A humbug." "Fetch." "Stonewall" Jackson. He was a true "Rip Van Winkle."

- e. Either quotation marks or italics may be used with words to which special attention is called. [See 91g 1, Note 1 (c) for examples. Also see 82d. For a warning against calling attention needlessly, see 96k 3.]
- f. Quotation marks are preferable to italics with the titles of articles, of chapters in books, of individual short poems, and the like. Italics are preferable to quotation marks with the titles of books or of periodicals, with the names of ships, and with foreign words which are still felt to be emphatically foreign (See 82a and Notes, 82b, and 82c.)

Note.—In handwritten or typed manuscripts, as contrasted with printed articles, considerable freedom is allowed. (1) Quotation marks may be substituted for italics in the names of books, periodicals, or ships. (But this should not be done when books are mentioned alongside of chapters or individual poems.) (2) Even quotation marks may be omitted from the titles of books, etc., when the use of capitals is sufficient to prevent any possible ambiguity. (But care must be taken to distinguish between a character and a literary composition—as *Macbeth* and *Macbeth*—when the two are mentioned in the same passage.)

- g. A quotation within a quotation should be enclosed in single quotation marks; a quotation within that, in double marks.

"That stubborn Peggy," explained Joan, "just said, 'I won't,' and then turned round and left us."

"It took courage," the speaker said, "for a man to affirm in those days: 'I indorse every word of Patrick Henry's sentiment, "Give

PUNCTUATION: QUOTATION MARKS

me liberty, or give me death!"' ' ' ' [The alternating sets of marks make the relationships clear. But a quotation within a quotation within a quotation is ordinarily to be avoided.]

Note.—If single marks are used for the first quotation, double marks should be used for the one enclosed within that, and so on.

h. When an ordinary mark of punctuation falls at the end of a quotation, the position of that mark with reference to the closing quotation mark may depend upon what the mark is.

1. A question mark or an exclamation point is always placed logically. That is, it comes first if it applies to the quotation; last, if it applies to a main sentence in which the quotation is included.

He shouted but one command, "Give them the bayonet!" [The exclamation point applies to the quotation only.]

We'll show that hulking brute that we're "weaklings"! [The exclamation point applies to the main sentence.]

Did Savonarola say, "I recant"? [The question mark applies to the main sentence. To place it inside the quotation mark would indicate that Savonarola made an inquiry rather than a statement.]

Note.—A closing parenthesis mark, bracket, or dash is also placed logically.

"If I pass (and I may)," said Hazel, "let's celebrate." [The second mark of parenthesis, like the first, belongs to the matter quoted.]

"Come back here this—" Clyde heard no more. [The dash is a part of the uncompleted quotation.]

2. In ordinary usage a comma, period, or semicolon is placed arbitrarily. That is, a comma or period is placed inside the quotation mark; a semicolon outside. (This is done regardless of logic. It is due to the practice of printers, who are governed by considerations of spacing.)

PUNCTUATION: QUOTATION MARKS

Ordinary use of a comma with a quotation mark: "Free wheeling," declared the salesman, "has many advantages."

Commas with quotation marks: Can you tell me the difference between "apt," "likely," and "liable"?

Period with quotation mark: He began, "Our Father which art in heaven."

Semicolon with quotation mark: "A little learning is a dangerous thing"; this apothegm was written by Pope.

Note.—Despite the ordinary usage a comma, period, or semicolon may, like other marks of punctuation, be placed logically. That is, its presence or absence in the matter which is quoted may determine whether it shall come inside or outside the quotation mark. (Logical placing is used in certain scientific works, such as the *Oxford Dictionary*, where the need for exact quotation is great.)

Logical placing of a comma with a quotation mark: "Free wheeling," declared the salesman, "has many advantages." [The salesman's statement—"Free wheeling has many advantages"—contained no comma. Hence to insert a comma inside the quotation marks would be illogical.]

Commas with quotation marks: "Can you tell me the difference between "apt", "likely", and "liable"? [The commas do not belong to the individual words quoted.]

Period with quotation mark: He began, "Our Father which art in heaven". [The period does not belong to the quoted element.]

Period with quotation mark: He said calmly, "It is I." [The quoted sentence contained a period.]

Semicolon with quotation mark: "A little learning is a dangerous thing;" this apothegm was written by Pope. [The semicolon appears in the poem quoted.]

Semicolon with quotation mark: In *Time* you often see the word "tycoon"; it designates a magnate, a leader, a dominating figure. [The semicolon is not a part of the quoted element.]

i. When a quotation is interrupted by such an expression as *he said*,

1. An extra set of quotation marks is employed and the interruptive words are normally set off by commas.

"I rise," said he, "to second the motion." [Two sets of quotation marks are used, and commas surround *said he*.]

PUNCTUATION: QUOTATION MARKS

2. A question mark or exclamation point should precede the interruptive expression if it would be used were the expression omitted. (No comma is placed alongside the question mark or exclamation point. See 91j 5.)

“ ‘May I go?’ ” complained father, “is all that boy can ask.”

“Merciful heavens!” he cried, “we are lost.”

Note.—The same rule applies if the expression ends rather than interrupts a sentence.

“Have you turned on the switch?” asked Carol. “Have you pressed the starter?”

3. The expression should be followed by a semicolon if the semicolon would follow the preceding words in case the expression were omitted.

“I admit it,” he said; “it is true.” [Place the semicolon after *he said*, not before.]

4. Neither the expression nor the words following it (unless they comprise a new sentence) should begin with a capital.

“We must be quiet,” said the old man, “if we expect to catch sight of a squirrel.” [Neither *said* nor *if* should be capitalized.]

j. An omission from a quotation is indicated by dots.

“A question mark . . . should precede the interruptive expression if it would be used were the expression omitted.” [Abridged citation of 96i 2 above.]

k. Do not use superfluous quotation marks

1. With an indirect quotation.

Amy said that she would not come after all. She then explained why she had changed her mind. [Do not place quotation marks around *she would not come after all* or *she had changed her mind*.]

PUNCTUATION: QUOTATION MARKS

2. Around the title at the head of a theme (unless it is a quoted title).
3. As a label for humor or irony.

The abstemious Mr. Crew ate an enormous dinner. [Do not surround *abstemious* with quotation marks.]

Exercise

Insert whatever internal punctuation is called for, and the proper marks after all sentences. Underline expressions to be italicized. Capitalize. Do not use the comma splice.

1. Will you come inquired Albert well rather replied Helene
2. Take this ring gasped the dying man as a token
3. The phrase according to Hoyle has been heard for nearly two hundred years
4. The Gift of the Magi is the second story in the volume called The Four Million have you read it
5. Barney reads the financial section of the New York Times and also the articles in the magazine Fortune
6. Get out roared the manager
7. The Latin words in *rerum natura* should be translated in the nature of things
8. The girls Harvey explained screamed mice and climbed chairs
9. Did the old man say it will be impossible
10. Shall we take a taxi my companion inquired
11. Clive will come said Lizzie he promised
12. Which one inquired Whitsett the left you're sure it isn't the right
13. The vendor cried peanuts hot peanuts
14. A pupil who tries to flatter his teachers into giving him a good grade is said to be polishing apples
15. Fulton's steamboat was the Clermont wouldn't you have liked to ride in it
16. Such unavoidable disasters are called "acts of God"
17. Should the past tense be begin began or begun

PUNCTUATION: THE APOSTROPHE

18. I drink "contentment" it's only hot water with cream and sugar
in it
19. The prince furiously replied off with his head
20. Max responded eat a lady finger

The Apostrophe

- 97a.** When a letter or portion of a number is omitted, place an apostrophe at the point of omission. Do not place the apostrophe elsewhere.

Wrong: doesn't, theyr'e, oclock, the class of 35

Right: doesn't, they're, o'clock, the class of '35

Note.—In contracting a word do not change the position of letters or add a letter.

Wrong: dosen't, isen't, wasen't, hasen't

Right: doesn't, isn't, wasn't, hasn't

- b.** To form the possessive of a noun, singular or plural, that does not end in *s*, add '*s*.

Right: A hunter's gun, the cannon's mouth, children's games

- c.** To form the possessive of a noun, singular or plural, that ends in *s*, place an apostrophe after (not before) the *s* if there is no new syllable in pronunciation. If there is a new syllable in pronunciation, add '*s*. Take special care in applying the rule to proper nouns. In showing possession never place the apostrophe inside the ordinary form of a name.

Wrong: Keat's poems, Dicken's novels, those hunter's guns, a classes' officers, ladie's bonnets

Right: Keats's (or Keats') poems, Dickens' (or Dickens's) novels, those hunters' guns, a class's officers, ladies' bonnets, the Joneses' house, for goodness' sake

Note.—The rule applies also to words which end in the sound of *s*.

Right: A fox's pelt, Fritz's locker, for conscience' sake

PUNCTUATION: THE APOSTROPHE

- d. Do not use an apostrophe with *its* (as a possessive), *his*, *hers*, *ours*, *yours*, *theirs*, or *whose*. But indefinite pronouns in the possessive case (*one's*, *other's*, *either's*) take the apostrophe.

Right: The cat washed its face. [The apostrophe, however, is required in the contraction *it's* for *it is*.]

- e. Add 's to form the plural of letters of the alphabet, and usually of numbers and of words spoken of as words. But do not form the regular plural of a word by adding 's. (See 77.)

Right: His *B's* and *8's* (or *8s*) look much alike.

Right: You have too many *and's* (or *ands*) in your theme.

Not plurals: The Jones's, the Smith's, and the Brown's

Correct plurals: The Joneses, the Smiths, and the Browns

- f. To show joint possession, use the apostrophe with only the last name in the series; to show separate possession, with each name in the series.

Joint possession: Dilke and Macready's store is at the corner.

Separate possession: We shall invite John's, Gilbert's, and Henrietta's playmates.

Note.—For inanimate objects in the possessive see 50a.

Exercise

Insert apostrophes wherever they are needed. Insert the proper marks after all sentences. Do not use the comma splice.

1. Is that Cyrus sickle it looks like his
2. Thats a Smith and Wesson revolver
3. Theyre on the road now
4. Sly and keen are mices eyes
5. A boys will is the winds will

PUNCTUATION: QUESTION, EXCLAMATION

6. These *ls* and *ls* overlap the *gs* and *js* in the line above look at them
7. Have you examined these seagulls nests
8. He hasnt any key he said so
9. Let me have Lenzs cue hes not here
10. Do you read Will Rogers column many people do
11. If the glove is not hers possibly its yours
12. Californians still talk of the days of 49
13. Clydes Olivers and Edwins adherents have all voted which of the three is likeliest to win
14. You may buy two packages of Heinzs rice and three of Knoxs gelatine
15. Doesnt eithers gift suit you

The Question Mark and the Exclamation Point

8a. Place a question mark after a direct question, but not after an indirect question.

What of it? What does it matter?

Where next? [A question need not always be a grammatically complete sentence.]

You saw the boat race? [A question may sometimes consist of words arranged in the normal declarative order.]

He asked whether I belonged to the glee club. [The question is indirect, not direct. The main sentence is declarative.]

Did she inquire whether I belonged to the glee club? [Though the *whether* clause asks a question indirectly, the main sentence is interrogative.]

b. A question mark within parentheses may be used to show uncertainty as to the correctness of some item in a statement.

Shakespeare was born April 23 (?), 1564.

c. An exclamation point is used after words, expressions, or sentences to show strong emotion.

Hark! I hear horses. Give us a light there, ho!

PUNCTUATION: QUESTION, EXCLAMATION

Note.—The lavish use of the exclamation point is not in good taste. Unless the emotion to be conveyed is strong, use a comma within the sentence (see 91g 4), a period at the end of the sentence.

- d. A question mark or an exclamation point is often used within a sentence, but should not be followed by a comma, semicolon, or period.

Where are the stocks? the bonds? the evidences of prosperity? [Do not place commas or semicolons after the first two question marks.]

"Hit this one!" yelled the pitcher. [Do not place a comma or a period after the exclamation point.]

Note.—For the use of a question mark or an exclamation point inside parentheses see 95a Note; beside a closing dash, see 94a Note; beside a closing quotation mark, see 96h 1.

- e. The use of a question mark or exclamation point as a label for humor or sarcasm is childish.

Immediately the social lion rose to his feet. [Do not place a question mark in parentheses after *the social lion*.]

The generous Mr. Crabb refused to give anything. [Do not place an exclamation point in parentheses after *generous*.]

Exercise

Insert question marks, exclamation points, and commas wherever they are needed, and the proper marks after all sentences. Do not use the comma splice. Insert a capital letter whenever you form a new sentence.

1. Halt down with that sword
2. We asked when the next train was due the agent replied that it was already overdue
3. Did you find out whether they have consulted a lawyer
4. Sail ho cried the man at the masthead we all gazed across the billows
5. What indications are there of gold of silver of minerals of any kind

99. EXERCISE IN PUNCTUATION

A. Period, Question Mark, Exclamation Point,
Apostrophe

Insert end marks, apostrophes, and commas wherever they are needed. Do not use the comma splice. Insert a capital letter whenever you form a new sentence.

1. That doesnt seem reasonable
2. Down with Nero death to all tyrants
3. The 6s are like inverted 9s youve noticed it havent you
4. Do you trade at Lord and Taylors store
5. Get out you arent wanted here
6. This is Mosss jersey will you take it to him
7. Aladdin entered the robbers cave and took their treasure
8. Tell us whether the account has been audited
9. Has Silas pond been drained
10. We did not arrive in the morning it was 2 30 p m I repeat before
we alighted at the wharf
11. When will the class of 24 hold its reunion
12. Is the populace angered resentful embittered
13. Are you Carl Gosss brother
14. Mens hats are less ornate than womens
15. At Cambridge as you know the first American college was founded
at Williamsburg Virginia the second soon came into being
16. There wasnt any ice cream left
17. Put him out put him out
18. Its a new model isnt it I like its appearance
19. Hail to your majesty God save the king
20. They tell me that south of the equator January and February are
warm months
21. Whose do you say it is
22. Do you have cocoa milk and sugar
23. Come quickly doctor the patient is delirious
24. A barbers pole stands in front dont you see it
25. "Woolworth Building New York City" is my address

PUNCTUATION

B. Comma to Separate Main Clauses

Insert commas and semicolons wherever they are needed, and the proper marks after all sentences. Do not use the comma splice; use a semicolon between main clauses not joined by *and*, *or*, *nor*, *but*, or *for*.

Main Clauses Joined by *and*, *or*, *nor*, *but*, or *for* (see 91a)

1. There was little choice of food but I secured a beef sandwich
2. It was a strange mishap for Dutch was usually careful
3. He spoke with lucidity and with force and the audience gave him close attention
4. Joel dared not descend the cliff farther nor did he think he could climb back to the top
5. For long hours we sat waiting in that dimly lighted station and the storm that held up the train grew more and more violent

Main Clauses Not Joined by a Conjunction (see 91b)

6. It took hours of hard work to row the length of the lake Kuykendall blistered his hands
7. We have always thought Marks a modest fellow did he really utter those boasts
8. After being abroad it is no easy matter to re-enter the country one must pass the custom house
9. Now take the lobster from the boiling water you will find its color a brilliant red
10. Huge mustaches stuck out to right and left of his nose his facetious friends called them handles

C. Comma to Mark a Series

Insert commas and end marks according to rule.

Pairs or Series with Conjunctions (see 91c)

1. The apple-gatherer appeared with a bucket and a stepladder
2. We paused near the crossing and looked up and down the track
3. On the streets and in vacant lots we boys play baseball and football

PUNCTUATION

Pairs or Series without Conjunctions (see 9rd)

4. A tall fair young girl was admiring the vase
5. Half angrily half smilingly Chadwick answered the question
6. The lecturer droned on slowly lifelessly endlessly

Series Having the Form *A, B, and C* (see 9re)

7. Where can I buy one beg one or borrow one
8. Minnesota Montana and North and South Dakota are all wheat-raising states
9. When Dick has wound the clock when Roger has banked the fire and when Julian has put out the dog we can all go to bed
10. Stealing through meadows gliding between hills and tumbling over cataracts the water makes its way seaward

D. Commas to Set Off Non-restrictive Adjective Modifiers

Insert commas and periods according to rule.

Adjective Clauses (see 9rf 1)

1. The price of English walnuts which are abundant this year is very low
2. I will plug any watermelon which you select
3. The fish that gets away is always the biggest one
4. This room which is my mother's bedroom overlooks the garden
5. The officer who will be in charge of this lifeboat is the second mate

Participial Phrases and Other Adjectival Modifiers (see 9rf 2)

6. The bridge crossing Bison Creek is two miles from here
7. Edgar smelling the fried ham found himself extremely hungry
8. The rebuked boy gave no sign
9. Rebuked he sat moping
10. A vague and dreamy look comes into her eyes
11. A strange look vague and dreamy comes into her eyes
12. You leave me disarmed by your courtesy
13. The enemy driven from their first entrenchments fell back to the second
14. Hard pressed an animal will show fight
15. I think Tillie looks disappointed

PUNCTUATION

E. Commas to Set Off Non-restrictive Adverb Clauses (see 91f 3)

Insert commas and periods according to rule.

1. Work while you can
2. Furs sell at a high price while silk is comparatively cheap
3. The engines were clanging loudly as they rushed from the fire-house
4. We must not expect a good view of the mountains today since it is foggy
5. The left wing fell back when the attack came
6. Wait until late summer when the corn will be ripe
7. Go where you please
8. These ruins where of course the curio hunters have not despoiled them reveal many things about prehistoric life
9. The chairman is raising his voice so that the people in the balcony can hear him
10. They were repairing the highway so that we had to take the detour

F. Commas to Set Off Parenthetical Elements

Insert commas and periods according to rule.

Appositives (see 91g 1)

1. Croxwell a man of much experience tells me that my friend Lawson has not adopted the best plan
2. Franklin's next invention a stove proved widely useful
3. One thoroughly established fact that iron vessels are superior to wooden revolutionized the world's navies
4. Brass an alloy of copper and zinc is used in many plumbing fixtures
5. There is truth in the contention that the British effort of 1777 that is to cut off New England by seizing the Hudson might well have succeeded

Miscellaneous Parenthetical Elements (see 91g 2-7)

6. To tell you the truth I don't want an expensive one
7. First of all you must have a good reading lamp Kate

PUNCTUATION

8. At 9 P M on May 11 1932 a fire caused a panic at the theater several persons were hurt
9. Whoever wrote that article knows little I insist about the subject
10. 353 Fourth Ave New York N Y is the address of the Century Co publisher of this book

G. Comma—Miscellaneous Uses

Insert commas, periods, and question marks according to rule.

Expressions like *he said* (see 91h)

1. "We may" said Lennox
2. Una inquired "But where shall we meet"
3. Everybody is saying that times are hard and taxes high
4. "Boys" called the driver "fasten your sled to this sleigh"
5. "Can it be" asked the orator "that in matters of such moment the public is heedless"

Misleading Combinations of Words (see 91i)

6. For the sick people naturally feel great sympathy
7. Outside the improvements are still fewer
8. There is nothing we can play bridge being prohibited
9. Will you take lemon or sugar and cream
10. Into the trench we dropped thousands of bullets screaming over our heads

H. Superfluous Commas (see 91j)

Insert commas and periods according to rule. Strike out superfluous commas.

1. A gaunt, ragged, unkempt, figure stood in the doorway
2. In driving, you should not look round so much
3. To hunt all day with dog and gun, is that youngster's delight
4. The blacksmith should strike or, the iron will grow cold
5. For breakfast I eat an orange, and toast
6. Have you notified him, that the bill is overdue
7. That there is much unrest in the country, becomes increasingly evident

PUNCTUATION

8. The moon from behind a dark cloud, threw its light on the more distant peaks
9. The third hand of a watch, completes a revolution, every sixty seconds
10. In this library are seven copies of, *Death Comes for the Archbishop*

I. Comma—Review of All Uses

Insert commas wherever they are needed.

1. A light snow the men waded through but a two-footer made them take to their snowshoes.
2. This wicker furniture I admit goes to pieces quickly.
3. Address the letter to 234 South Wells Street Detroit Michigan.
4. Having recovered the deed Barnes and I felt relieved.
5. A school has been opened in Hamburg Germany to train men for deep sea diving.
6. The largest clock in the world is in Jersey City which is a suburb of New York.
7. The Indian name of the peninsula on which Boston lies was Shawmut (Sweet Waters).
8. On June 10 1932 we bought an old rattly car and started west to see the Olympic Games in Los Angeles.
9. Fort Dearborn the historic log fort of early Chicago was reproduced for the city's centennial celebration in 1933.
10. "Building in logs is almost a lost art" said R. J. Schipen the contractor in charge.

J. Comma—Review of All Uses

Insert commas wherever they are needed. In sentence 8 between main clauses a semicolon is preferable. In sentences 9 and 10 a semicolon is permissible but not necessary.

1. Mercury is an expensive metal but it finds wide use in the world's work.
2. On July 4 1778 the second anniversary of Independence Day George Rogers Clark captured Kaskaskia.

PUNCTUATION

3. At Newport Rhode Island we saw a very interesting relic the Old Stone Mill.
4. I was reading about the chickadee which is a black-capped gray bird.
5. "You'd better meet here" she advised "and don't forget the cups Mary."
6. Pretending not to hear Timmy continued strumming on the window pane.
7. Silas Crandall has opened a garage on the corner where the blacksmith shop used to be.
8. Jean the oldest girl in the family went to live in Chicago but Bob stayed in Urbana where he was attending school.
9. Charles Dickens and his father edited the memoirs of Joseph Grimaldi a famous clown and it sold faster than *Oliver Twist* did.
10. I'm not sure I confess of my ability and I haven't the time to fill the office creditably.

K. Semicolon and Colon

Insert semicolons, colons, and commas wherever they are needed, and the proper marks after all sentences. Do not use the comma splice.

1. These cherries are ripe it's time we were picking them
2. This is the method of operation when the room reaches a given temperature the fire goes out you have no responsibility in the matter
3. I have faith in myself otherwise I should have given up the struggle long ago
4. There were lions and tigers and monkeys and crowds of course surrounded the elephants
5. Here's the biggest problem of all can we make this brand nationally known
6. A warm spell in February brought out the buds too soon therefore we have little fruit this year
7. In the train are three kinds of coaches day coaches Pullmans and parlor cars

PUNCTUATION

8. I was to be frank about it quite angry and rushing from the room
I slammed the door
9. The plan does not seem to me feasible nevertheless if it appeals
to the others we shall try it
10. Registered letters since a record of their transit is kept are less
likely to be lost but special delivery letters of which the chief
object is speed reach their destination more quickly

L. Dash, Parentheses, Brackets

Insert punctuation wherever it is needed. Do not use the comma splice.

1. That day it was the fifth of April there came a flurry of snow
2. Though Howard had money he worked for a cleaning and pressing
establishment he was careful about spending it
3. Let us consider the heating systems mentioned 1 gas 2 electric
3 steam
4. Drake scourge and terror of the Spanish Main joined in the fight
against the Armada
5. We arose at dawn dawn comes very late in that latitude ate
breakfast hurriedly and saddled the horses
6. Assuming that he does what we fear—that is refuses to renew
the loan—to whom shall we turn next
7. Kipling pictures a remarkable trio of friends Mulvaney Ortheris
and Learoyd in *Soldiers Three*
8. The manager replied yes that apartment No. 12 is now vacant
9. His foresight or his hindsight either for that matter was not very
clear
10. We can pay an instalment of fifteen hundred dollars \$1500 in June
11. Ten 10 dollars were raised by means of a collection
12. There were three distinct groups at the meeting the directors
the stockholders and the creditors
13. Surely you don't think that I
14. The poor girl had a headache or a heartache perhaps
15. Not to jerk both covers wide at the outset but gently to open a
few pages at the front then a few at the back and so on alter-
nately that's the way to open a new book

PUNCTUATION

16. I made another effort my fifth and hoped this time to succeed
17. Oh said Mrs. Plunkett I might of might have if I had been told
18. Bateman laughed he had a keen sense of humor the others stared
at him
19. Have you heard it whispered that
20. Ten leagues a little over thirty miles is the distance
21. Poverty may you never know what poverty is engulfs their lives
22. The donjon or keep see illustration on page 157 might also be
encircled by a fosse
23. There on the threshold stood whom do you guess
24. These matters waste overhead and extension of credits must be
looked into carefully
25. Its nine days eight days till vacation begins groaned Jackie

M. Quotation Marks and Italics

Insert whatever internal punctuation is called for, and the proper marks after all sentences. Underline words to be italicized. Capitalize. Do not use the comma splice.

1. I'll ski agreed Leif I won't declared Inga
2. Elinor replied we'll serve squabs does that suit you
3. Watch said the photographer for the little bird
4. This is an example of "the pathetic fallacy"
5. The bystanders shouted jump for your life
6. Is the best adjective to use old aged or senile
7. I'll give you my word said Vincent oh but you neednt Claudia
protested
8. In several passages in Shakespeare we find a slangy use of good-
night
9. In Vanity Fair there is a chapter called How to Live on Nothing
a Year
10. The French phrase *pour le mérite* means for merit
11. May I come asked Henrietta
12. Never mind said Faye its gone now
13. The Boston Transcript and the Atlantic Monthly are both widely
known

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14. Nelsons flagship at the battle of Trafalgar was the Victory
15. Leona replied grandmother cried fiddlesticks and left us
16. Did Ralph say excuse me
17. Hammond answered of course I did
18. The Ancient Mariner was published in the volume entitled
Lyrical Ballads
19. The expression without let or hindrance comes to us out of the
misty past
20. She opened her eyes and asked wonderingly where am I

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